COUNCIL
Te Kaunihera o Te Whare Wānanga o Waitaha

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

EMBARGOED UNTIL 4pm WEDNESDAY 1 MAY 2019

Agenda

Date **Wednesday 1 May 2019**
Time 4.00pm
Venue Council Chamber, Matariki

Refer to Page No.

1. APOLOGIES:

2. CONFLICTS OF INTEREST
Every Member has an obligation to declare any material interests relevant to any University of Canterbury activities and to ensure that any conflict arising from the material interests is noted and managed appropriately

3. MINUTES (27 March 2019) 1

4. MATTERS ARISING

PART ONE: REPORTS

5. FROM THE CHANCELLOR 7
   - 5.1 Chancellor's Meetings 9
   - 5.2 2019 Council Work Plan
   - 5.3 Conflict of Interest Policy 11
   - 5.4 Elections for Academic and General Staff Members of Council 33
   - 5.5 Degrees Conferred in Absentia

6. FROM THE VICE-CHANCELLOR 35
   - 6.1 Monthly Report 37

7. FROM THE FINANCE, PLANNING AND RESOURCES COMMITTEE 53
   - 7.1 Monthly Financial Report to 31 March 2019 55

8. ACADEMIC BOARD 99

9. PUBLIC EXCLUDED MEETING

Motion by the Chancellor for Resolution to Exclude the Public Pursuant to s48 of the Local Government Official Information and Meetings Act 1987:

I move that the public be excluded from the following parts of the proceedings of this meeting, namely:

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4	Minutes of the meeting held on 27 February 2019 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5	Matters arising from those minutes		
6	**From the Chancellor**		
6.1	Report from the VCEC	To protect the privacy of natural persons.	7(a)
6.2	Report from the Honours and Appointments Committee	To protect the privacy of natural persons.	7(a)
7.	**From the Vice-Chancellor**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.	**From the Finance, Planning and Resources Committee**		
8.1	UC Futures		
8.1.1	- UC Futures Summary	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.1.2	CETF Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.1.3	Q1 GOG papers	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	Audit NZ Management Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	International Fees 2020	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.4	Borrowing Consent	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.5	Student First Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.6	Movements in Year End Forecast to February 2019	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

I also move that the Deputy Registrar, UC Directors and the University Council Co-ordinator be permitted to remain at this meeting because of their knowledge of the various matters being discussed. This knowledge will be of assistance in relation to the matters discussed, and is relevant because of their involvement in the development of the reports to Council on these matters.

10. REPORT FROM THE PUBLIC EXCLUDED SESSION

11. GENERAL BUSINESS

12. NEXT MEETING –Wednesday 29 May 2019

NOTE: LAUNCH OF PASIFIKA STRATEGY AT TE MOANA TO FOLLOW
Date - Wednesday 1st May
Time - 6pm – 7.30pm
Room - Te Moana Nui a Kiwa, Rehua Building
University of Canterbury.

COUNCIL

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Minutes

Date	**Wednesday 27 March 2019**
Time	4.30 pm
Venue	Council Chamber, Level 6 Matariki
Present	Ms Sue McCormack (Chancellor), Mr Steve Wakefield, (Pro-Chancellor), Professor Cheryl de la Rey (Vice-Chancellor), Mr Peter Ballantyne, Mr Sam Brosnahan, Professor Roger Nokes, Mr Warren Poh, Mr Malcolm Peterson Scott, Mr Shayne Te Aika, Dr John Wood.
Apologies	Ms Catherine Drayton
In Attendance	Mr Jeff Field, University Registrar Mr Bruce White, Deputy Registrar Professor Ian Wright, Deputy Vice-Chancellor Dr Darryn Russell, Assistant Vice-Chancellor Māori Ms Alex Hanlon, Executive Director, Learning Resources Mr Keith Longden, Chief Financial Officer Ms Jacqui Lyttle, Risk Manager Ms Robyn Nuthall, UC Futures Programme Manager Ms Raewyn Crowther, University Council Co-ordinator

CONFLICTS OF INTEREST

No conflicts of interest were noted by Council members or the advisors to Council in respect of the public agenda.

MINUTES

The minutes of the meeting held on 27 February 2019 were approved and signed as a correct record.

MATTERS ARISING

There were no matters arising.

FROM THE CHANCELLOR

Chancellor's Meetings
The schedule of meetings was noted for information.

Council Work Plan 2019
An updated copy of the Work Plan was tabled and the workshop topics discussed. A half-day strategy meeting had been scheduled for 9am – 1pm on 27 July.

Degrees conferred in absentia

The Chancellor advised Council that the schedule of degrees awarded in absentia had been approved and the names of the graduates were entered into the public record.

FROM THE VICE-CHANCELLOR

Monthly Report

Professor De la Rey presented her report and provided an update on a number of matters:

- Steps that had been taken in response to the events of 15 March were detailed, noting in particular:
    - A parliamentary delegation including the Hon Trevor Mallard, Speaker of the House, were visitng at the time of the lockdown and remained in the Undercroft during that time.
    - A review of lockdown procedures would take place
    - Appreciation was expressed for the staff and students who worked long hours throughout the weekend to put arrangements in place and support students.
    - The Band Together event was attended by approximately 5000 people, the largest ever attendance at any UC event. Appreciation was extended to the organisers.
    - Tests and assignments had been postponed during the week following the shootings, which had been the right decision with the information available at that time. The impact on the academic programme was noted.
    - UC would remain open during the National Memorial on Friday 29 March given the proximity of the end of term and the earlier disruptions to the teaching programme.
    - The VC had sent a message on behalf of UC unequivocally condemning the attacks, discrimination, violence and extremism, none of which would be tolerated on campus.
    - Codes of Conduct and practices around inclusivity and commitment to biculturalism in a multicultural society would be reviewed and would come to Council in due course.
- A powhiri had been held on 2 March.
- The Prime Minister and Minister of Forestry had visited campus.
- The VC and Chancellor had had dinner with the Mayor Hon. Lianne Dalziel and Minister Megan Woods on International Womens Day.
- Strategy discussions had been held back a week in light of the events of 15 March but a draft would still be available for the Council workshop in July.
- No formal response had been received to the Lincoln University Partnership proposal.

- All Halls of Residence had been visited and the VC had been impressed with the calibre of the students, both in terms of academic ability and character.
- The VC had attended a reunion dinner at College House and given a speech which received good feedback.
- A positive response had been received to the EFMD-EQUIS accreditation exercise.

In discussion it was noted:

- The possibility of negative impact on UC of attitudes at Otago University towards unacceptable behaviour. The VC had been in discussion with the VC at Otago and noted that traditions needed to be reconsidered in light of changing values in society.
- The online tool to report harassment and unacceptable behaviour was commended by the UCSA President.
- The suggestion that students be required to sign the code of conduct was noted for further consideration.

Moved

That: The Vice Chancellor's Report be received.

Carried

FROM THE AUDIT AND RISK COMMITTEE

Mr Peter Ballantyne, Chair of the Audit and Risk Committee (ARC) presented the Committee report.

Health and Safety Report

It was noted that:

- There had been no serious harm incidents during the year.
- The Health and Safety team was continuing to make good progress.
- UC had been the first university in the country to complete Workplace Plus assessments.
- An issue with hazardous materials storage was being addressed.

Moved

That: Council note the Health and Safety Report.

Carried

Treasury Management Framework

The policy had been amended to remove the Trust Funds from the policy.

Moved

That: Council adopt the revised Treasury Management Framework.

Carried

Reappointment of External Auditor

It was noted that UC had been served well by Audit NZ and that an audit proposal would be provided prior to the reappointment process.

Moved

<u>That</u>: Council support the appointment of Audit NZ as the external auditor for the period 2019-2021, subject to receipt and approval of an audit proposal from the Office of the Auditor General.

Carried

FROM THE ACADEMIC BOARD

Professor Ian Wright presented the report from the meeting of the Academic Board, noting that the meeting had considered the implementation of the Pasifika Strategy and student progression within the Student First project. The fees and fines regulation had been reviewed to provide greater guidance around the circumstances for refunding of fees.

Moved

<u>That</u>: Council:

i) approve the amendment to the Fees and Fines regulations, clarifying the refunding of tuition fees, and

ii) note the Academic Board Report.

Carried

PUBLIC EXCLUDED MEETING

Moved

<u>That</u>: the public be excluded from the following parts of the proceedings of this meeting, namely:

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4	Minutes of the meeting held on 27 February 2019 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5	Matters arising from those minutes		
6 6.1	**From the Chancellor** Emeritus Professor nomination	To protect the privacy of natural persons.	7(a)
7.	**From the Vice-Chancellor**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8. 8.1 8.1.1 8.2 8.3 8.4 8.5 	**From the Finance, Planning and Resources Committee** UC Futures - UC Futures Summary Locke and Logie Budget Update Dr Mickle Fund Update Report Student First Report Movements in Year End Forecast to February 2019	 To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	 7(h) 7(h) 7(h) 7(f)(i) 7(h)
9. 9.1	**From the Audit and Risk Committee** Draft Minutes 18 March 2019	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

9.2	Internal Audit Status Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.3	Council Governance	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.4	Internal Audit Plan	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.5	Internal Auditor Extension of Appointment	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.6	Strategic Risk Register Review	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.7	UC Trust Funds Financial Statements 31 December 2018	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

and that staff identified by the Chancellor and Vice-Chancellor as having knowledge relevant to particular matters to be discussed be permitted to remain at this meeting. This knowledge will be of assistance in relation to the matters discussed, and is relevant because of their involvement in the development of the reports to Council on these matters.

Carried

RETURN TO PUBLIC MEETING Council returned to public meeting at 6.08pm.

GENERAL BUSINESS There was no general business.

The meeting ended at 6.10pm.

NEXT MEETING The next meeting is scheduled for 4.00pm on Wednesday 1 May 2019, one week later than the normal schedule due to the timing of Easter and ANZAC Day this year.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Report to the Council from the Chancellor

The Chancellor recommends:

1. Chancellor's Meetings

   That: Council note the report of the Chancellor's meetings.

2. 2019 Council Work Plan

   That: Council note the Council work plan.

3. Conflict of Interest Policy

   That: Council approves the Conflict of Interest Policy, Principles and Guidelines.

4. Elections for Academic and General Staff Members

   That: Council note the report on elections for the academic and general staff members of Council.

5. Degrees conferred in absentia

   That: Council note the degrees awarded in absentia for the public record.

Ms Sue McCormack
Chancellor
17 April 2019

Memorandum

Vice-Chancellor's Office
Email: chancellor@canterbury.ac.nz

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

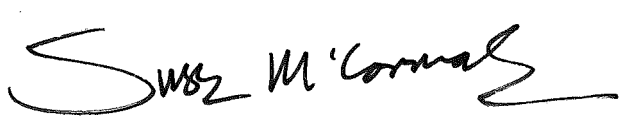
To:	Council Members
From:	Sue McCormack, Chancellor
Date:	18 April 2019
Subject:	**CHANCELLOR'S MEETINGS**

I outline for you the key events I have attended on behalf of UC since the last Council meeting. Speeches delivered are marked with * and can be viewed on the Council's sharepoint site.

- Met with Vice-Chancellor and others to discuss the Chancellor's Dinner
- Met with Vice-Chancellor and others to discuss the UC Foundation
- Visited the Rose Centre with the Vice-Chancellor and Registrar
- Met with the Vice-Chancellor for scheduled catch-up
- Chaired a meeting of the Vice-Chancellor's Employment Committee
- Chaired a meeting of the Honours and Appointments Committee
- Attended a presentation by UN Deputy High Commissioner for Human Rights, Kate Gilmore
- Attended briefing session for Graduation
- Attended Council Health and Safety visit to Product Design
- Attended Finance, Planning and Resources Committee meeting
- Presided at three Graduation ceremonies.
- Attended a luncheon for Māori graduates
- Attended an afternoon tea for international graduates
- Presented certificates to Pasifika graduates
- Hosted the Graduation Dinner
- Attended and spoke at the Graduation Ball

Meetings planned between today and the Council meeting on 1 May:

- Will attend and speak at the UCSA ANZAC Day commemoration



Sue McCormack
Chancellor

Memorandum

Vice-Chancellor's Office
Office: Level 6, Matariki
Phone: 369 5116
Email: jeff.field@canterbury.ac.nz

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

To:	University Council
From:	Jeff Field, University Registrar
Date:	17 April 2019
Subject:	**CONFLICT OF INTEREST POLICY**

The University Council is the approval authority for the Conflict of Interest Policy, Principles and Guidelines, which has gone through a scheduled review process. A legal review was requested given that legal input had been sought in the policy's development and in previous revisions, and that the nature of the topic of this policy is informed by legislation and best practice issued by Government bodies such as the Office of the Attorney General.

The changes in the policy can be summarised as follows:

- Addition to the existing **Contractors/Consultants/Providers** section. This section has been expanded upon legal advice to expressly state consultants and providers, and places a positive duty on any member that engages them to provide copies of the conflict of interest policy.

- Addition to existing **Staff section** to include responsibilities of line managers in recording of interests and conflicts and annually reporting these to the relevant SMT member.

- Expansion and separation of disputes procedures for **Council members and staff**.

- Changes to the Appendix E: **Identifying and Disclosing a Conflict of Interest** to reflect the amendments within the body of the document.

Recommendation:

That Council approves the Conflict of Interest Policy, Principles and Guidelines

Jeff Field
University Registrar

UC Policy Library

Conflict of Interest Policy, Principles and Guidelines

Last Modified	April 2019
Review Date	June 2022
Approval Authority	Chair, University Council
Contact Officer	University Registrar – Vice-Chancellor's Office

Introduction

This document seeks to ensure that in decision-making of the University conflicts of University members between: personal/professional interests, duties of trust or obligations of good faith; and their obligations to or with the University; are identified, recorded and appropriately managed.

Definitions

Conflict of interest – a situation in which financial or other personal, employment or professional considerations have the potential to compromise or bias professional judgment and objectivity and covers actual, potential or perceived conflict of interest; see also *Appendix A*.

Conflict of Interest Register - If an interest is material (see *Appendix A*), it may be recorded on a Conflicts of Interest Register (see *Appendix C* for an example) or, as part of official University meeting minutes.

Interest in a matter – a direct or indirect connection to another matter separate, but related to, the relevant matter (either in the Member's personal capacity, professional capacity outside the University, or, in some cases, with respect to another role held at the University) and covers actual, potential or perceived interest (see also *Appendix A*)

Members – members of the University, including members of Council, Council committees and other committees, Council appointees to external organisations, staff, committee appointees and the University's subsidiary or associated companies' staff and board members and other persons contracted to the University.

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

Register of Interest – a record of actual, potential or perceived conflicts interest that a member identifies. See *Appendix C* for an example.

Staff or staff member - person/s engaged for paid employment with the University by way of an employment agreement.

Policy Statement

The purpose of this document is to set out the University's expectations for its members and to ensure compliance with the provisions of the following legislation and good practice guidelines:

- *Section 175, Education Act 1989 (New Zealand Legislation website)*; and
- *Managing conflicts of interest: Guidance for public entities (Controller and Auditor-General) (Office of the Auditor-General website)*

This document should be read in conjunction with related *University policies (University Policy Library website)*, including the following:

- *Consulting Policy (PDF, 276KB) (Staff Only)*
- *Gifts Policy (PDF, 193KB)*
- *Intellectual Property Policy (PDF, 404KB)*
- *Procurement Policy (PDF, 65KB)*
- *Sensitive Expenditure Policy (PDF, 375KB)*
- *Staff Code of Conduct (PDF, 177KB)*

Principles

A number of principles should guide and underpin the management of conflicts of interest in the tertiary environment.

1. A conflict of interest may take a number of forms. It may be financial or non-financial. It may be direct or indirect. It may be professional or family-related. A conflict of interest may arise from
   - Directorships or other employment,
   - Interests in business enterprises or professional practices,
   - Share ownership,
   - Beneficial interests in trusts,
   - Financial profit/gain, or other interest that can be measured in money (pecuniary interest)
   - Existing professional or personal associations with the Crown body concerned or with other tertiary education providers,

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

- Professional associations or relationships with other organisations,
- Personal associations with other groups or organisations,
- The holding of multiple roles within the University, or
- Family relationships.

2. A conflict of interest may be more perceived than actual. Perception is a very important factor in the public sector. Processes must be fair and ethical, and must be very clearly seen to be so.
3. The determination about a perceived or actual conflict of interest may include legal, ethical, and/or good practice requirements – see *Appendix B "Ethical Expectations".* See also *Managing conflicts of interest: Guidance for public entities (Controller and Auditor-General) (Office of the Auditor-General website)*
4. Conflicts of interest cannot always be avoided. Unavoidable conflicts of interest need to be identified, disclosed and effectively managed.
5. Managing conflicts of interest well is not only good practice, but it also protects the public entity and the member or official involved. A conflict of interest that is hidden, or that is poorly managed, creates a risk of allegations or perceptions of misconduct, or of other adverse consequences such as litigation.

   Ensuring that the public interest is not compromised should be an overriding objective in any management strategy for conflicts of interest.
6. Conflicts of interest must be seen to be managed fairly and effectively. To achieve this, the processes for identifying, disclosing, recording and managing conflicts of interest must be transparent – that is, the processes should be open to scrutiny and should help maintain accountability.
7. All members are individually responsible for arranging their private affairs as far as reasonably possible to prevent conflicts of interest arising.
8. Just because a member has an interest outside work, it does not necessarily follow that there is a conflict of interest. A conflict of interest only occurs if something arises at work that overlaps with the other interest.
9. Conflicts of interest may be discovered and may still have an impact after a member has left the University.
10. The University encourages the training and provision of education opportunities for all members in respect of conflict of interests. It will make this policy accessible to be included in any training or educational exercise organised for its members.

Obligations and Requirements

Obligations Applying to any University Member

- Every University member has an obligation to declare any interests relevant to any University of Canterbury activities and to ensure that any conflict arising from the material interests is noted and managed appropriately.

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

Note: This sentence will be incorporated under the 'Conflict of Interest' item on all University Council committee agendas.

- Every member who has an interest as described in this policy (see *Appendix A*) must declare that interest in writing and ensure that any conflict arising from the declared interest is managed appropriately.
- No member may take part in discussions, deliberations, decision-making or voting on a matter in which he/she (or a member of his/her immediate family or a dependent) has an interest, except with consent of Council/committee/manager.

For other members, declarations are to be made to their Line Manager. Line Managers should utilise the templates in *Appendix C* and *D* but should clearly identify these as capturing interests and conflicts for their reporting line.

Requirements Specific to Various Sectors of the University

1. Council and Council Committees

The University Council and Council Committees record interests which are updated monthly in relation to members of Council, and each of the Council committees. Declarations by members of Council, or Council Committees can be made to the Registrar at any time for inclusion.

In addition to general principles of administrative law and good governance, the University is also subject to the specific conflict of interest provisions contained in the *Education Act 1989 (New Zealand Legislation website)*

The Minister of Tertiary Education (and in line with *s 175 Education Act 1989 (New Zealand Legislation website)*) expects that any Council or Council committee member will advise the Chair immediately of any circumstances, conflicts of interest, or perceived conflicts of interest that may prevent the Council member from performing his/her role in a fair and impartial way, in the best interests of the institution.

In summary, *section 175 of the Education Act 1989 (New Zealand Legislation website)* provides:

- A member who has an interest in a matter being considered (or about to be considered) shall, as soon as possible after the relevant facts have come to the member's knowledge, disclose the nature of the interest to the Council, a committee Chair, , as appropriate.
- Disclosure is to be recorded in the minutes of the Council/committee.
- Unless the Council/committee decides otherwise:
  - The member shall not be present during any deliberation of the matter.
  - The member shall not take part in any discussion relating to the matter.

In applying this legislation, key responsibilities are

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

- for individual members to disclose an interest,
- for the Council/committee to decide how the disclosed interest will be recorded and managed.

As a mechanism for recording conflicts of interest or the types of ongoing interests that may give rise to a conflict of interest:

- The University Council and Council Committees record interests, as already outlined above..

  As part of the induction process, new Council members will receive advice on how to identify, report, and manage conflicts of interest. Council and committee agendas will include a 'standing' item for the disclosure of any interest relating to any agenda item.

2. Staff

University staff members must disclose any actual or potential conflict of interest whether financial or otherwise arising in the following circumstances and unless otherwise authorised in writing, University staff members are prohibited from the following:

- Being involved in a decision to appoint or employ a relative;
- Conducting business on behalf of the University with a relative's company or any company in which a staff member or a relative of a staff member has a shareholding or directorship other than a public company.
- Owning shares in (or working for) any organisation that has dealings with (or that are in competition with) the University;
- Being involved in any public consultation process on behalf of the University where the member is involved in the same process on behalf of him/herself, another person/entity;
- Accepting gifts in connection with their official role (see *Gift Policy (PDF, 193KB)* for parameters); or
- Influencing or participating in a decision to award grants or contracts where the Member is connected to a person or organisation that submitted an application or tender.
- Undertaking consulting work by staff which may create any conflict of interest with their University duties; where this may arise, it must be disclosed to the appropriate Head of Department/School (HOD/S) or manager.
- See particularly the *Consulting Policy (PDF, 276KB)*; also the *Procurement Policy (PDF, 65KB)*

The record of interests and conflicts of interest for SMT are held by the Vice-Chancellor. SMT members may make disclosures to Vice-Chancellor or the Registrar. SMT report to Vice-Chancellor on any new or changes to recorded disclosures on a 6 monthly basis.
Line Managers across the University are responsible for helping their reporting staff members to comply with their obligations under this policy by

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

- Building general awareness of the risks of conflicts of interest inherent in the work of the people they manage;
- Making staff members aware of the policy and procedures regarding conflicts of interest;
- Advising and directing staff members as necessary about appropriate ways to manage any conflict of interest;
- Ensuring that conflicts of interest involving their staff members are managed appropriately;
- Assisting any staff member who discloses a conflict of interest to develop an appropriate strategy to manage the situation;
- Reviewing and endorsing plans to manage any conflict of interest; and
- Monitoring the work of their staff members and the risks associated with a conflict of interest.

Line Managers are also responsible for ensuring that staff members' conflict of interests are recorded (for example on the on the Service Area/College conflicts register). Records of interests and any identified conflicts will discussed with the relevant SMT member annually or as soon as possible if circumstances require it. If the member's immediate manager or supervisor has a conflict of interest in the matter, the member must disclose the conflict of interest to the next higher level of authority.

3. Contractors/Consultants/Providers

Contractors, consultants and other services providers engaged by the University will be expected to comply with this policy. Any Member involved in engaging contractors, consultants and other service providers must provide them with a copy of this policy and obtain their written commitment to abide by it.

Conflicts of interest in relation to consultants, contractors and goods/service providers (those under a "contract for service"), may arise as a result of

- A University employee having an "interest" in a contractor or service provider and having the opportunity to be involved in discussions and/or decision making with respect to that consultant, contractor or service provider about any potential agreement or contract; and/or
- The consultant, contractor or service provider having an "interest in" or relationship with a third party outside of the University which could influence their relationship with the University.

Consultants, contractors, and providers of goods and services are required to disclose to the University at the time of their engagement any potential conflicts of interest with their engagement. As an outcome of this disclosure, the University may insert an appropriate clause into any formal agreement/contract to manage the disclosed situation should that be possible. In some cases, the University will reserve the right to terminate agreements or contracts which are compromised as a result of a conflict of interest.

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

For contractors, consultants and providers of goods who are engaged by staff members, disclosures should be made to the staff member procuring their services. If the staff member receiving the disclosure is not a Line Manager, they must disclose the interest to their immediate Line Manager.

4. Joint Ventures/Partnerships/Companies

- Prior to commencing any involvement in a joint venture, partnership or company, the University will obtain assurances about the policies and practices to be adopted by those entities around conflicts of interest.

  University of Canterbury appointments to any governance Board of such entities will be provided with advice and education to ensure that they are fully conversant with "good practice" in conflicts of interest and their responsibilities as a director.

5. Students

- Student representatives on Council or Council committees are bound by the same obligations as other members (see *1.Council and Council Committees*).

  For clarity, students employed by the University are also staff members, so are not to create any conflict of interest with their University duties. Where this may arise (for example, consulting work) it must be disclosed to the appropriate HOD/S or manager. See the *Consulting Policy (PDF, 276KB).*

Options for Avoiding or Mitigating a Conflict of Interest

There are a broad range of options available to members for avoiding or mitigating a conflict of interest. The options (listed roughly in order of lowest to highest severity) include

- Acting upon a suspected or possible conflict by disclosing the same to Council/Committee Chair or manager and requesting guidance; enquiring as to whether all affected parties will consent to the member's or official's involvement;
- Seeking a formal exemption to allow participation (if such a legal power applies);
- Imposing additional oversight or review over the official;
- Withdrawing from discussing or voting on a particular item of business at a meeting;
- Exclusion from a committee or working group dealing with the issue;
- Re-assigning certain tasks or duties to another person;
- Agreement or direction not to do something;
- Withholding certain confidential information, or placing restrictions on access to information (this might sometimes include post-employment restrictions, such as those imposed under a restraint of trade agreement);
- Transferring the member or official (temporarily or permanently) to another position or project;
- Relinquishing the private interest; or

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

- Resignation or dismissal from one or other position or entity (it might even be necessary to refrain from having further dealings with a person or organisation).

The *Tertiary Education Commission (Tertiary Education website)* has also provided guidelines and while similar, these provide useful context and examples.

Education/Advice/Training

The University is committed to the following education and training on conflict of interest matters for its members:

- The Registrar will provide new Council/committee members with an induction about this policy, and their personal obligations relating to conflicts of interest.
- As part of the induction of new staff to the University, information will be provided and guidance given on this policy.

  For new SMT members and their direct reports, Human Resources will direct them to the office of the Registrar who will provide advice on conflicts of interest.
- Giving the policy profile within the organisation through various means to encourage training. For further information, see the *State Services Commission resource kit (State Service Commission website)*

Disputes Procedures

In the event of any dispute arising in relation to this policy, or in relation to any allegation of bias, conflict of interest, or other potential breach of this policy, resolution shall be sought in accordance with the following procedures:

University Council and Council Committee Members

a) The issue should be raised in the first instance with the committee Chair;

b) If a resolution cannot be reached, the matter should be referred in writing to the Registrar.

Other members

a) The issue should be raised in the first instance with the member's immediate manager or supervisor.

b) If the member does not agree with the decision of their immediate manager or supervisor they may raise the matter with the relevant Line Manager.

Breach

Any breach of this policy by a member may constitute a breach of that member's appointment, contract or employment terms, and could invoke disciplinary procedures by the University or consequences consistent with their relationship with the University..

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

These include the possible termination of rights to study, or termination of contracts or agreements, as the case may warrant.

Guidelines

Flowchart: Identifying and Disclosing a Conflict of Interest

– see Appendix E

Flowchart: Deciding on Actions to Take to Avoid or Mitigate the Conflict of Interest

– see Appendix F

Related Documents and Information

Legislation

- Crown Entities Act 2004 (New Zealand Legislation website)
- Education Act 1989 (New Zealand Legislation website)
- Local Authorities (Member's Interests) Act 1968 (New Zealand Legislation website)
- NZ Public Health and Disability Act 2000 (New Zealand Legislation website)

UC Policy Library

- Consulting Policy (PDF, 276KB) (Staff Only)
- Gifts Policy (PDF, 193KB)
- Intellectual Property Policy (PDF, 404KB)
- Procurement Policy (PDF, 65KB)
- Sensitive Expenditure Policy (PDF, 375KB) (Staff Only)
- Staff Code of Conduct (PDF, 177KB)

UC Intranet and Website

- UC Procurement Manual (University Financial Services webpages) (Staff Only)

External

- Managing Conflicts of Interest: Guidance for Public Entities (Controller and Auditor-General)
- State Services Commission resource kit (State Service Commission website)
- "A guide to managing conflicts of interest for TEI councils" *(Tertiary Education Commission (Tertiary Education website)*

Appendices

- Appendix A: Explanation of Terms and Examples of Interests

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

- Appendix B: Ethical Expectations
- Appendix C: Register of Interests
- Appendix D: Conflict of Interest Register
- Appendix E: Flowchart: Identifying and Disclosing a Conflict of Interest
- Appendix F: Flowchart: Deciding on Actions to Take to Avoid or Mitigate the Conflict of Interest
-

Notes

The Conflict of Interest Policy was first developed in 2010, following an external review of conflict of interest policies and practices at the University of Canterbury. Legal advice was sought in the development of that iteration and also obtained as part of the December 2018 revision.

Document History and Version Control Table			
Version	**Action**	**Approval Authority**	**Action Date**
For document history and versioning prior to 2013 contact ucpolicy@canterbury.ac.nz			
1.00	Conversion of document into new template and hyperlinks updated	Policy Unit	Sep 2013
1.01	Document review date pushed out.	Policy Unit	Mar 2014
1.02	Hyperlinks updated, formatted.	Policy Unit	Jul 2014
2.00	Scheduled review by Contact Officer.	Policy Unit	Jul 2015
2.01	Updates to Procurement Policy hyperlink; clarification of scope of register of interests to bring in line with changes to 2016 Delegations Schedule.	Policy Unit.	Mar 2016
2.02	Added reference to Local Authorities (Member's Interests) Act 1968	Policy Unit	May 2017
3.00	Major changes, content added around line manager responsibility, reformatting of content and	Chair, University Council	December 2018

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

Appendix A[i]

Explanation of Terms and Examples of Interests

Conflict

A conflict of interest can occur when the activities of a University Member outside their employment with the University leads, or could lead, to material benefit for the Member concerned, either directly or indirectly. This can also occur when the Member has competing internal interests due to them holding different roles within the University. A conflict of interest may also relate to activities which interfere, or could interfere, with a Member's fulfilment of their employment obligations. Any reference to a conflict is a reference to a real, perceived or potential conflict.

Determining an Interest

In determining whether a Member has an "interest" in a "matter" requires consideration of two issues, namely:

- Is there a "relevant matter" in which there may be an "interest"?
- Does the Member have an "interest in" the matter?

The scope of "relevant matters" is considered to encompass:

- the exercise or performance of a function or duty of the Council/Committee;
- an arrangement, agreement or contract to which the University is a party; and
- a proposal that the University enters into an arrangement, agreement or contract.

As a guideline, a University Member could be considered as having an "interest" in a matter when the member:

- is a party to or will derive financial benefit from the matter;
- has a financial interest in another party to the matter;
- is a director, member, official, partner or trustee of another party or person who will or may derive a financial or some other non-pecuniary benefit from the matter;
- is the parent, child, spouse or partner of another person who will or may derive a financial or some other non-pecuniary benefit from the matter;
- is involved with a political organisation for whom the matter is politically significant;
- is otherwise directly or indirectly interested in the matter.

The above list draws upon matters of conflict identified, in part, in the *Public Health and Disability Act 2000 (New Zealand Legislation website)*. Of further assistance in

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy. Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

understanding what types of interest might be relevant to an inquiry into conflicts is the *Local Authority (Members' Interests) Act 1968 (New Zealand Legislation website)*. This Act provides further parameters which may assist Members determine whether they have a pecuniary interest in a matter; including when a Member is deemed to have a personal connection with a third party and when a Member is considered to benefit from an arrangement, agreement or contract.

Non-pecuniary interests are considered to arise from conduct that indicates prejudice or predetermination about a matter or when there is a non-pecuniary but close relationship or involvement with an individual or organisation impacted by or likely to benefit from a matter.

It is important that Members remember that the question of whether one has an interest in a matter can be highly subjective, and whilst this policy, and the legislation referred to in it can help provide a Member with a feel for when a conflict might arise, this is not an area where Members should assume that hard and fast rules apply. Conflicts of interest involve judgement calls, and if a Member considers that they may have an interest in a matter, they should take steps to declare and resolve the possible conflict.

Materiality

The materiality of a concern or interest depends on the context and is a matter of judgement. The amount of financial benefit or loss involved, the level of involvement as a percentage of the total operation of the company or organisation, and the degree to which the person is able to make or influence a University decision are relevant. Everyone covered by this policy should opt for disclosure if in doubt.

Pecuniary interest (Financial Interest)

A Member has a direct pecuniary interest in a discussion relating to the setting of fees for services from which that Member would receive income should they provide those services. They have an indirect pecuniary interest if their partner, close relative or friends would receive income or other benefits from the services.

Involvement in a company

A Member has an interest which must be declared if they are employed by a company, or are a director or owner or controller of a company, or have shares in a company or their family trust, partner, or close relative or friend has such shares in a company which is seeking to do business with the University.

Family interest

A Member has a family interest in a matter if their partner or another person in their family is employed by a company, or they or their family or family trusts are a director or owner of a company which is seeking to do business with the University.

This means, for example, that a disclosure of interest is required when:

a) the Member becomes involved with a matter which relates to duties undertaken as a University consultant or in the exercise of rights of private professional practice;

b) the Member is a consultant, director, shareholder or an employee of or to a third party in some current or proposed relationship with the University;

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy. Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

c) the Member is providing professional advice or services to a third party in some current or proposed relationship with the University;

d) a decision of the University might affect a consulting or other relationship (e.g. board membership, directorship) of a Member with a third party;

e) a Member is involved in a third party which is active in the same sphere of activity as the University or one of its subsidiaries;

f) a Member has a close relationship with a person who in their own right or through a company is transacting business with the University;

g) a Member has accepted gifts (including loans of money or property) from a party seeking to do business with the University, or that party provides services which compete with those provided by the University;

h) a Member is on a committee which is to consider an appointment, scholarship or other matter for which a person in their family, or a person with whom the Member has (or has had) a close relationship, is an applicant or candidate;

i) a Member is on a non-University committee, government board or similar where there is, for example, control over allocation or awarding of research funding, receivable by the University or any other benefit income or consequences flowing to the University.

Non-pecuniary interest

A Member has a non-pecuniary interest if they have publicly stated, or are well known has having, a view on a particular issues and where participation in a decision touching or concerning that view, might suggest the Member's mind is made up (bias). Also included would be cases where a Member showed an unwillingness to fairly consider the view of others, or was not prepared to be persuaded by evidence or argument, or took a fixed view where that view precluded a balanced consideration.

Third party interests

A conflict of interest will arise when a Member is associated with a party which takes actions that affect the University through the various agreements, including purchase agreements and alliances, the University has with third parties. It is crucial that a Member with such an interest in a matter is not perceived to be representing the interests of the University and that a Member's outside activities do not compromise the integrity of their teaching or research or employment as a Member. Members should not take any actions which might be perceived as promoting the interests of the third party in a matter of themselves.

[*Reference for Examples of Interest*: The University of Auckland Policy on Conflict of Interest, June 2009, 7.0 now superceded]

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy. Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Appendix B

Ethical Expectations

- Public business ought to be conducted in the spirit of:
    - integrity;
    - honesty;
    - transparency;
    - openness;
    - independence;
    - good faith; and
    - service to the public[1].

- These principles should guide any decision-making about conflicts of interest.

- There is no single source of rules or expectations specifying what constitutes ethical behaviour for all situations or all public entities. Any rules or expectations applying to a particular situation, public entity, member, or official may come from a variety of sources, including:
    - the entity's founding or constituting document;
    - the entity's code of conduct or relevant internal policies and procedures;
    - other sets of mandatory requirements that apply to the public sector or a particular part of it (such as the Code of Conduct for the State Services, or the Cabinet Manual, or the State Services Commission's Board Appointment and Induction Guidelines);
    - relevant clauses in an employment agreement or contract for services;
    - rules of conduct or codes of practice applying to members of a profession or industry;
    - general guidance or best practice publications;
    - customary practice and behaviour in the public sector or a particular part of it;
    - commonplace understandings of the concepts of integrity, honesty, transparency, openness, independence, good faith, and service to the public; and
    - analogies drawn from legal rules that apply to similar situations.

[Reference: Controller and Auditor-General: Managing Conflicts of Interest: Guidance for Public Entities, June 2007, NZ, pp 15-16]

[1] The State Services Commission's *Code of Conduct for the State Services* summarises the key principles as being fair, impartial, responsible, and trustworthy.

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy. Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

Appendix C

Register of Interests				
Name	**Date notified**	**Person and/or organisation with interest**	**Nature of interest**	**Reason for its inclusion**

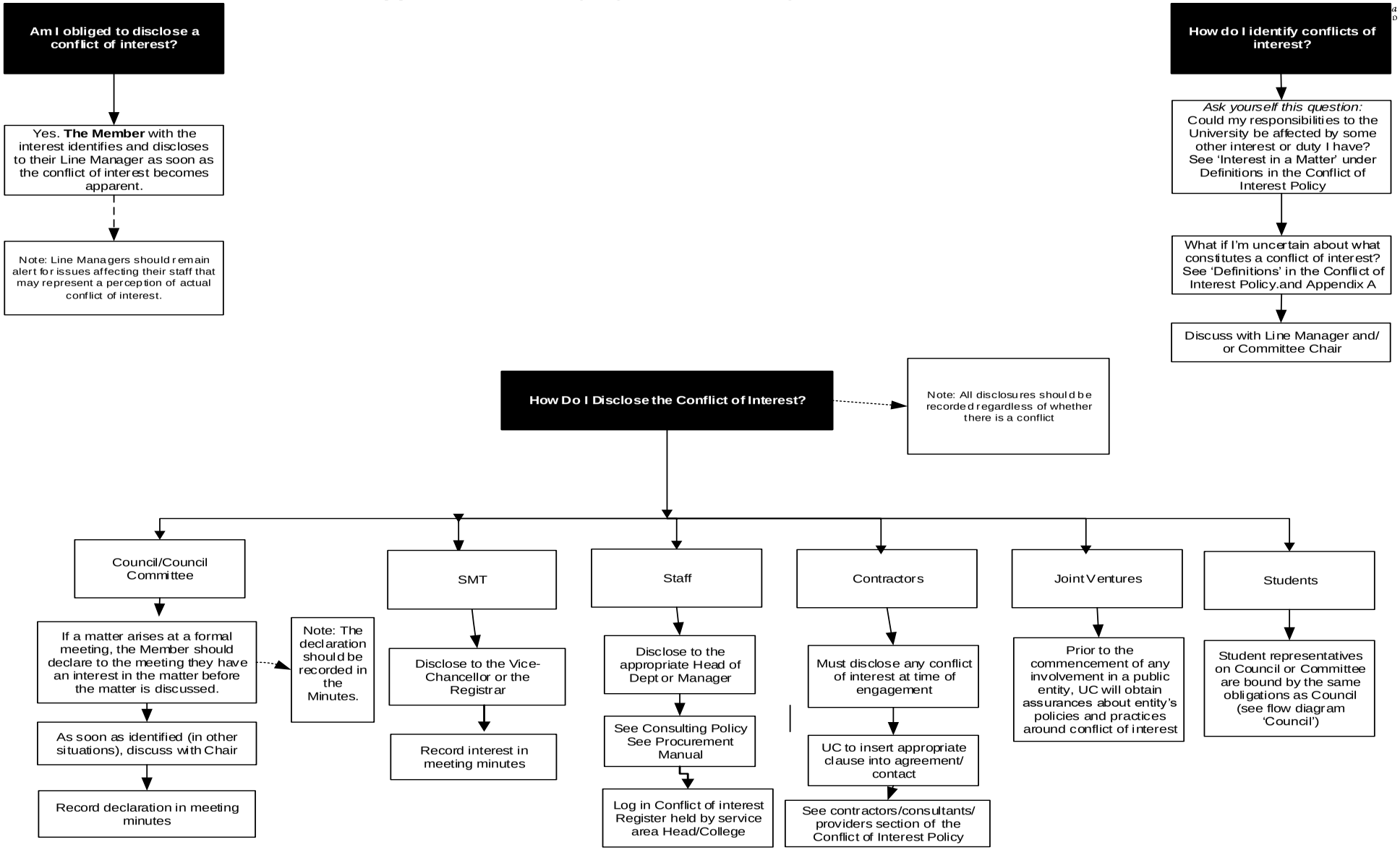
© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.
Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

Appendix D

Conflict of Interest Register				
Name	**Date notified**	**Nature of conflict or interest**	**Actions taken to mitigate risk**	**How it will be further managed?**

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.
Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

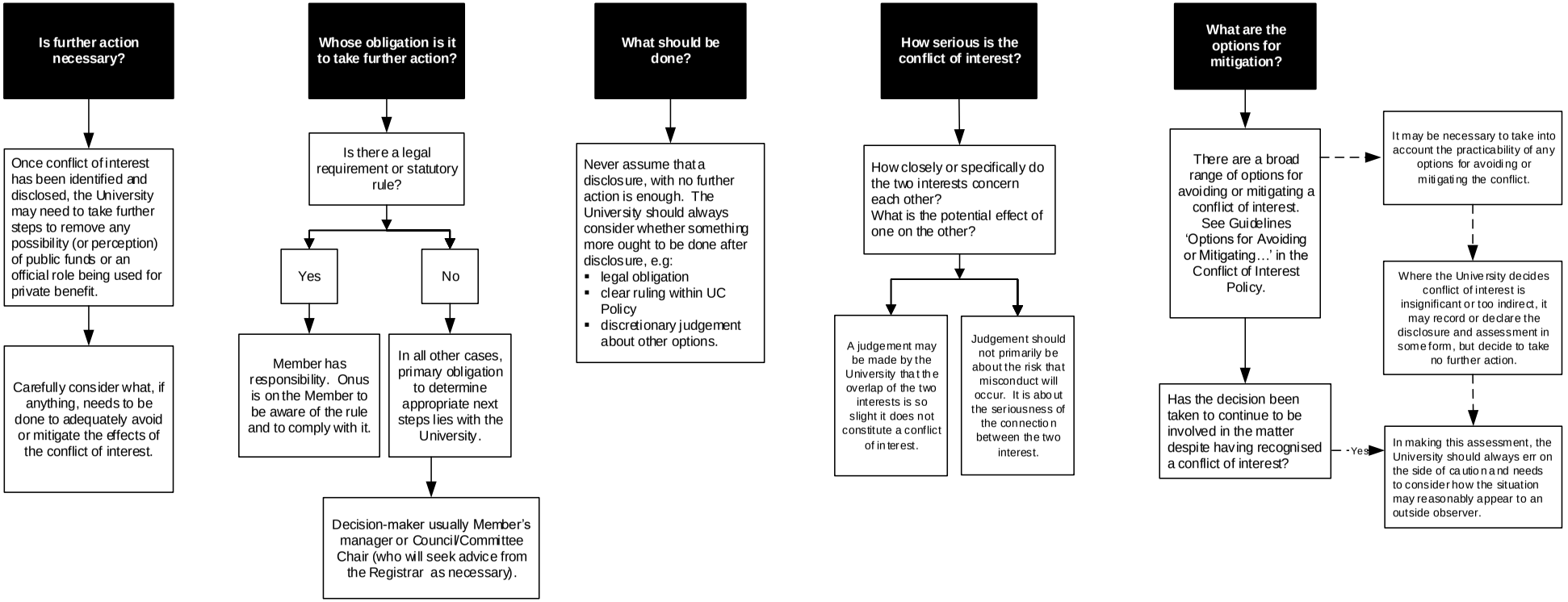
Appendix E: Identifying and Disclosing a Conflict of Interest



© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.
Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

Appendix F

Deciding on Actions to Take to Avoid or Mitigate the Conflict of Interest



© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy.
Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

[i] Refer to the Office of the Controller and Auditor General, *Good Practice Guide:*

© This document is the property of the University of Canterbury. It has been approved at an institutional level by the relevant authority in accordance with the Metapolicy. Once printed this document is considered an uncontrolled version. For the official, current version refer to the UC Policy Library.

Memorandum

Vice-Chancellor's Office
Office: Level 6, Matariki
Phone: 369 5116
Email: jeff.field@canterbury.ac.nz

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

To:	University Council
From:	Jeff Field, University Registrar
Date:	17 April 2019
Subject:	Elections for Academic and General Staff Members of Council

The terms of office for the General and Academic staff members on Council (Malcolm Peterson Scott and Professor Roger Nokes respectively) come to an end on 31 July 2019.

Nominations for these two positions on Council will be invited and if more than one nomination is received for either position an election by the continuing members of staff will be required. The election process utilises the Qualtrix survey methodology that provides for each eligible staff member to cast a single vote.

The timeline for the election process is as follows:

Memo of Notice of Election to all staff:	31 May
Register of Electors closes:	5pm, Friday14 June
Nominations close:	5pm, Friday 21 June
Voting instructions sent (if required)	Monday 24 June
Election (voting closes):	5pm, Friday 5 July

Recommendation:

For noting.

Jeff Field
University Registrar

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Report to the Council from the Vice-Chancellor

The Vice-Chancellor recommends:

1. Vice-Chancellor's Monthly Report

***That*: Council note the Vice-Chancellor's Monthly Report.**

Professor Cheryl de la Rey
Vice-Chancellor
17 April 2019

Professor Cheryl de la Rey

Vice-Chancellor
Tel: +64 3 369 3836
Email: cheryl.delarey@canterbury.ac.nz

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

VICE-CHANCELLOR'S REPORT TO UNIVERSITY OF CANTERBURY COUNCIL APRIL 2019

1. INTRODUCTION/ UPDATE FROM THE VICE-CHANCELLOR 2
2. STRATEGIC MATTERS 3
2.1 UC Futures Programme UC Kia Mua 3
2.2 Graduate Profile 4
2.3 International Growth 4
3. STUDENT RECRUITMENT 4
3.1 Recruitment – International 4
3.2 Recruitment – Domestic 5
4. STUDENT EXPERIENCE 5
4.1 Student Care 5
4.2 Academic Skills Centre 6
4.3 Careers, Internships & Employment 6
4.4 Equity and Disability Service 6
4.5 Student Experience Team 6
5. PEOPLE AND CULTURE 6
6. LEARNING AND TEACHING 7
6.1 Children's University Canterbury Partnership 7
7. RESEARCH 7
7.1 Postgraduate Research 8
7.2 Student First Programme 9
8. BICULTURALISM 9
9. FINANCES 10
9.1 Major Projects & Facilities 11
9.2 Library 12
9.3 IT Services 12
10. COMMUNICATIONS 12
10.1 Communications and Stakeholder Relations 12
10.2 UC media releases/news 13
10.3 Stakeholders/Alumni 14
11. COLLEGE SUMMARIES (PROVIDED BY PVCs) 14
11.1 Appendix 2: VC Activities 16
11.1 Appendix 3: Events Calendar 16

1. INTRODUCTION/ UPDATE FROM THE VICE-CHANCELLOR

The end of the first term brought the opportunity of a well-earned break for students and many staff. Although there were several achievements in the first term, the tragic events at two mosques in Christchurch have impacted the University in many respects. Extensive support has been provided to many students and their families. The Band Together event on campus on 18 March saw nearly 5000 people unite in aroha and manaakitanga, to mourn those who lost their lives and to show sympathy and support for all affected families and for the wider community of Christchurch. At separate events UC hosted representatives of the Malaysian and Chinese governments as part of an extensive outreach programme to our international community.

Numerous messages of sympathy were extended to the University from other NZ universities and from many of our collaborating institutions. UC PhD student Alannah Jeune, currently studying at Oxford University, arranged a vigil in Peckwater Quad at Christ Church College, to provide an opportunity for the Oxford academic community to stand in solidarity with the Muslim community of Christchurch. I was honoured to provide a short statement to be read at this vigil which was well-attended.

The term ended on a very positive note for the University when there was wide media coverage of Professor Roy Kerr's contribution to the imaging of a supermassive black hole 55 million light years away. A mathematical solution generated by the University of Canterbury's Professor Roy Kerr more than 50 years ago pioneered the way for all subsequent detailed work on black holes. As Professor David Wiltshire said, it was a red letter day for Prof Kerr.

The process of developing an academic strategic plan began in early April with SMT and Academic Board planning workshops. There was good participation in the Academic Board workshop with about 80 members attending. In May and June there will be four workshops for all staff, workshops with students, Maori, Pasifika and female staff, as well as with Distinguished Professors and Teaching and Research Medal winners. In addition, staff have been invited to participate in an online survey and to date it has been completed by more than 350 staff. I am also engaging with staff as I visit departments and schools across the University (about 30 sessions over the past two months). This wide participatory process will shape the draft academic strategy that will be discussed with the Council at its 27 July workshop.

As part of my introduction to Christchurch, I have met with many key city and commercial leaders and discussed how we can build on our existing partnership activities. UC's presence in the Health Precinct and Arts Centre and our return to the Town Hall for graduation ceremonies are important markers in a new phase of our relationship. As part of this engagement, the Teece Museum unveiled its latest exhibition, Fantastic Feasts, in mid-April.

UC has launched its national recruitment campaign for 2019, featuring student stories that reflect the UC graduate profile and our vision of 'People prepared to make a difference'. It features advertising outside schools throughout the country, billboards, and online advertising with the use of bespoke video. https://www.canterbury.ac.nz/ucme/

Professor Jan Evans-Freeman has been re-elected to the board of the professional engineering body Engineering New Zealand by a large majority. She will represent the voice of academia and students in future decision-making that directly impacts engineering in society in New Zealand and beyond.

UC staff pedalled their way to first place in the 500-1999 staff category of the Aotearoa Bike Challenge this year. The Aotearoa Bike Challenge is a free competition to see which organisation can get the most people to ride bikes. UC's cycling success in the challenge was demonstrated in many ways: 262 out of 1918 staff cycled, 14% participated, registering 13,566 cycle trips during the challenge, equivalent to 179,472 kilometres cycled, saving 15,746kg CO^2.

The Ernest Rutherford building has been nominated for a Property Council Award in the Education category. The winner will be announced at the New Zealand Property Council Awards Dinner in June.

On the international front, I hosted a visit to UC by the Vice-Chancellor and a delegation from the University of the South Pacific. We identified a number of opportunities to progress student and staff exchanges, research collaboration, and the potential to work together to secure international investment and funding to progress projects of mutual interest. This will be followed up during my upcoming visit to Fiji at the end of May. Internationalisation is one of the key priorities coming through strongly in our academic strategy review process so I expect to see UC's commitment and activity in this area to grow significantly in coming months and years.

Navitas Limited (the Australian international education business) that is UC's partner in the UC International College (UCIC) has accepted a purchase offer by the BGH Consortium (led by the original founder of Navitas). The University was asked to confirm that we would not terminate our agreement with Navitas as a result of this acquisition. This was provided on the assumption that there would be no changes to the terms of the partnership and the services delivered.

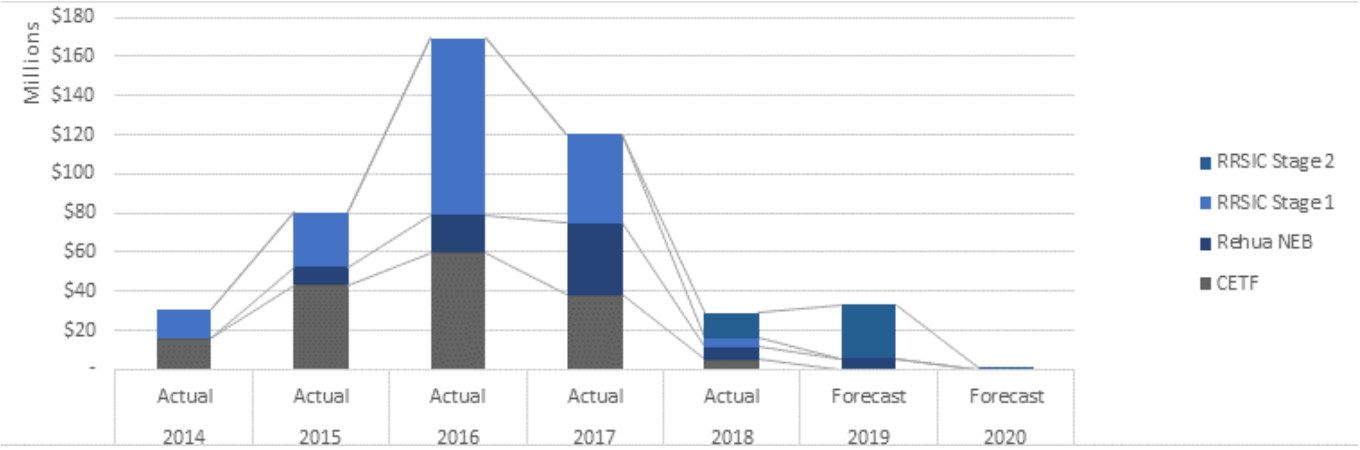
The Kia Tōpū programme has slowed progress in recent weeks (with a concomitant slowing in expenditure), as the programme re-assesses its pace after external recruitment advice of pausing for academic appointments due to 15 March events, and pauses on the development of the proposed Bachelor of Science, Society, and Innovation. Other qualifications continue to be developed including a Masters in Precision Agriculture, Masters of Supply Chain Management, and Masters of Global Food Sustainability. Other degrees are also being workshopped for potential development. The proposed Research Institute continues to consolidate around core research themes and is currently running a process to select UC Principal Investigators to lead these themes across multidisciplinary research programmes.

On a more personal note, at the end of the first term I am now in a position where I am acquainted with the University community. I wish to extend my appreciation to all colleagues and students for the warm welcome extended to me.

2. STRATEGIC MATTERS

2.1 UC Futures Programme UC Kia Mua

The original purpose of the UC Futures programme was to structure, govern and drive recovery from the earthquakes with the support of the Government. The three major areas of earthquake recovery – financial, enrolments and facilities – are all well on the way to achieving the targets. The 2018 Annual Report shows UC has achieved a sustainable surplus, full-fee enrolments reached the 2022 target last year and domestic enrolments are on track to reach targeted recovery. The construction programme is complete with the exception of the Beatrice Tinsley building, the last UC Futures buildings, which will be completed in August. The following chart shows actual and forecast expenditure on the UC Futures programme construction projects (source: Long Term Capital Plan).



2.2 Graduate Profile

UC has been measuring the ratio of students who have completed at least one course in their bachelor's degree which contributes to being employable, innovative or entrepreneurial and or community engaged. Although the majority of students completing their degrees had been reaching this bar until 2018 (roughly 60%), slight revisions to courses, a more detailed analysis of courses, and new courses have meant that now 95% of students who completed in 2018 passed at least one course contributing to these two graduate attributes.

2.3 International Growth

New-to-UC full-fee student enrolments are flat on the same time last year. This is as a result of a lower conversion rate (of applications into enrolments). Changes to visa-processing times of 6 to 8 weeks have had some impact, particularly creating late starts and deferrals. The issue has been raised with Immigration New Zealand and Parliamentary representatives and we have been assured that their backlog will be addressed by September 2019. These delays may be showing in new data – compared to this time last year, Offers of Place accepted as at 31 March were up 11%, full Offers of Place up 7%, Conditional Offers down 1% and applications being assessed up 72%. These are leading indicators which are used to provide some indication of future enrolment trends and these are considered positive.

3. STUDENT RECRUITMENT

3.1 Recruitment – International

Following the mosque attacks on 15 March the immediate practical and comprehensive response by UC and the wider Christchurch and New Zealand communities has been well received by students, parents, agents and stakeholders.

Recruitment activities were under way in India, Middle East, China, Korea and Malaysia (which was cut short). All travel to Malaysia scheduled for the coming few months was suspended and the Vietnam trip was cancelled entirely, after 15 March. As of mid-April it is business as usual in terms of recruitment activities.

Planned travel to the United States was also under way during this period, with focus after 15 March moving to retention and support for students who had already applied for the upcoming semester. UC also attended the Forum on Education Abroad, a key industry event for connection with partners in the US, as well as visits to several US partner and prospective partner campuses.

The CEO of IES Abroad visited UC and expressed her satisfaction with the offering, citing 5/5 in overall programme satisfaction and programme recommendation ratings for the 2018-2019 year. The scheduled ISB benchmark survey has been deferred.

In terms of future assessments, India lead 'incomplete,' 'being assessed,' 'full Offers of Place' and 'Offer of Place accepted' while China led 'Conditional Offers of Place' – this includes direct applications and applications via agents.

On campus, the team has begun a range of promotional activities for 2020 outbound exchanges, including the annual outbound exchange fair which was held on 14 March and was well attended. Visits from Cardiff University, Howard University and the State University of New York at Geneseo, as well as from local agents, have also been hosted by the International Relationships Office.

3.2 Recruitment – Domestic

3.2.1 Liaison

First Round visits to schools continue with Nelson, Otago, South Canterbury, New Plymouth and the Bay of Plenty, alongside Wellington, Auckland and Christchurch-based visits. Visits to Hawkes Bay and Manawatu were postponed and alternatives have been arranged. The Women in Leadership breakfast (Auckland) was held with Year 12 and 13 students from around Tāmaki Makaurau Auckland. The event celebrated female success in the Wynyard Quarter on International Women's Day. Students had the opportunity to connect and workshop with high-achieving UC women, including alumnae Sharon Zollner, Emily Gualter and Aja Trinder.

3.2.2 Marketing

The 2019 UCME brand campaign was adjusted post-15 March and will be in the market 21 April. This nationwide campaign uses adshels outside schools, billboards, and online advertising with the use of bespoke video. Planning is under way for information evening and mature market campaigns. The suite of domestic recruitment publications will go to print in April for delivery in May. UC reached the significant milestones of 8,000 Instagram and 70,000 Facebook followers with the highest sector growth rate for Facebook.

4. STUDENT EXPERIENCE

4.1 Student Care

Student Care had 285 student engagements with 160 unique students in March. Student Care coordinated the creation of a UC register of students specifically impacted by the Mosque attacks to ensure all students receive appropriate follow-up. Over three weeks there were 240 referrals. These students were triaged on the register for further follow-up in four categories: impacted students (e.g. increasing fear and anxiety, change in functional impairment, experiencing racism, emotional distress), significantly impacted (e.g. increase in mental health issues, fear and anxiety relating to safety) and directly impacted (e.g. death, injury, death of friend, witness to incident). The students are being contacted by support staff and are being provided with the necessary support. A temporary support service was organised in Puaka-James Hight for students to access for two weeks following the incident.

Work is progressing with the development of a reporting tool and educational initiatives for release during Term 2. These actions are important to ensure that any ripple effects of 15 March are responded to, and that UC maintains its commitment to an inclusive and supportive environment for all students.

4.2 Academic Skills Centre

ASC is piloting a limited Extended Hours of Service from 6.30pm-8.30pm during term time, Mon-Thurs for one-on-one appointments. Distance students are given top priority for these appointments. To date the extra service has been well used.

4.3 Careers, Internships & Employment

A new 2019 initiative, the UC Careers lunchtime talks, has been featuring guest speakers who have shared their career insights and tips to encourage students to engage with their career development. Key messages shared so far have been of the value of UC business case/entrepreneurial competitions and university talks, the need to be aware of the emergence of AI in recruitment, the growing necessity of a strong LinkedIn profile, and the importance of students making the most of their world-class education, clubs and societies, and international opportunities to be able to stand out, compete and contribute on the world stage.

4.4 Equity and Disability Service

A total of 468 students have completed re-registration with EDS and are engaged with their advisors and staff from the Alternative Format Centre to access supports to assist them with their studies. EDS employs 125 peer note takers for 244 students in 181 courses throughout UC. These peer note takers provide 82% of the overall notetaking requirements requested from registered students. The integrated Student Support hub established on the ground floor of the Forestry building has improved the experience of students and staff. For the first time since the earthquakes we are providing a one-stop-shop for student support on campus.

4.5 Student Experience Team

Programme events have shown high levels of engagement, up to 80% attendance compared to 50-60% in 2018. The Student Leaders' and Mentors' contact logs show many freshers require one-on-one support during their first few weeks, in particular with navigating university basics. Students are now regularly using the student lounge in Forestry to study and connect. Student Leaders and Mentors have shown maturity, adaptability and empathy for freshers in the aftermath of 15 March. This is attributed in part to the thorough training they received via the Ākonga Leadership Incubator (ĀLI) and the collaborative mentor training programme with Pacific Development Team and OAVCM. A highlight of the month has been collaborating with the halls in response to 15 March and building closer connections with them. The new student call-out was postponed due to the incident and will take place at the start of Term 2 with an initial focus on international students.

5. PEOPLE AND CULTURE

Approximately 180 general staff attended a successful on-campus conference in mid-April. The conference was organised by UC Admin Plus, a community of practice comprising staff from most areas of the University. Topics included Wellbeing, Professional Development, Organisational Culture and reflections on the contribution made by administrative staff to the University.

It is good to see that about 600 staff responded to encouragement to take two days annual leave around Easter and ANZAC Day, thereby gaining the benefit of a ten day break. After what has been a testing first term, this is a good wellbeing initiative.

6. LEARNING AND TEACHING

Work is continuing on the Learning and Teaching Strategy as we refine the inclusion of principles of biculturalism into strategy and learning environment. The LTC's valuable feedback to earlier drafts is being incorporated. The Academic Vision will be helpful in further informing and shaping the strategy.

Planning is under way for teaching month, which is set for July 2019. I will deliver the keynote address followed by presentation of the UC teaching awards. There will be a showcase of the teaching development grants, and a number of sessions have been designed to focus on aspects of the learning and teaching strategy.

Curriculum developments are under way for the first round of Council of Academic University Programmes (CUAP). New programmes are being proposed at an undergraduate and postgraduate level, building on developing areas at UC. Proposals were presented to Academic Board on 12 April before progressing to Council.

A range of processes were put in place following 15 March. With help from the Registrar's Office and IT, a simplified Special Considerations (SC) process was implemented for students affected by 15 March events. SC on compassionate grounds allows students to make a submission for a missed assessment or an impaired performance without the need to provide supporting evidence. The new process was implemented in a week and has been operating since 25 March. It will continue to be available for affected students until 1 July 2019, after which they will need to make a submission using the existing process. As at 4 April 2019, 196 applications had been submitted.

6.1 Children's University Canterbury Partnership

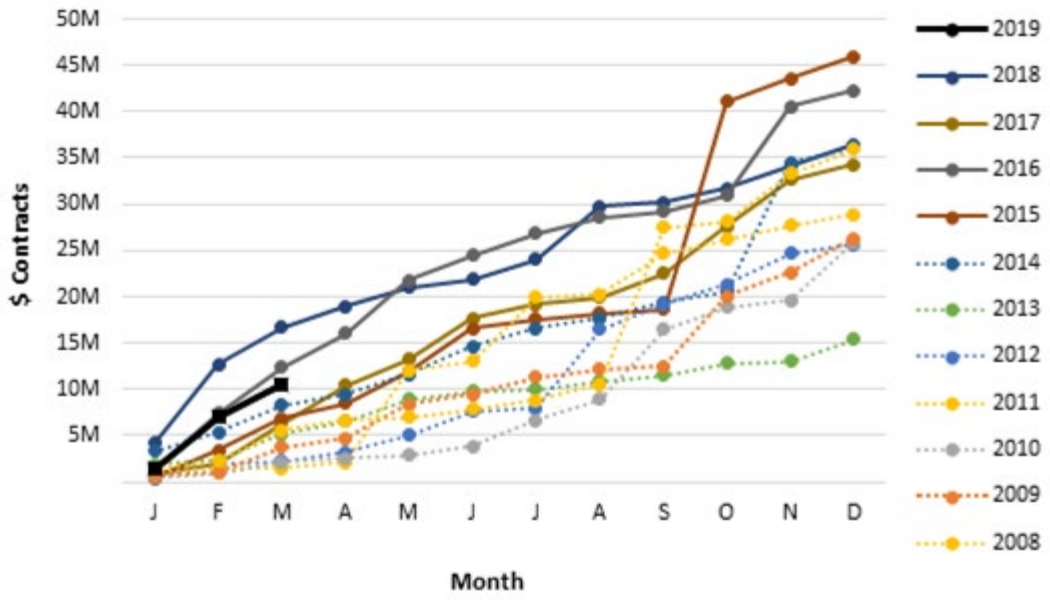
The Children's University Canterbury Partnership pilot programme is well under way. To date four schools are active and 107 children have been presented with Passports to Learning. There are five schools on the waiting list to join the programme. We currently have 22 Public Learning Destinations and new destinations are added every week. The graduation ceremony is being planned for Wednesday 20 November at the Christchurch Town Hall.

7. RESEARCH

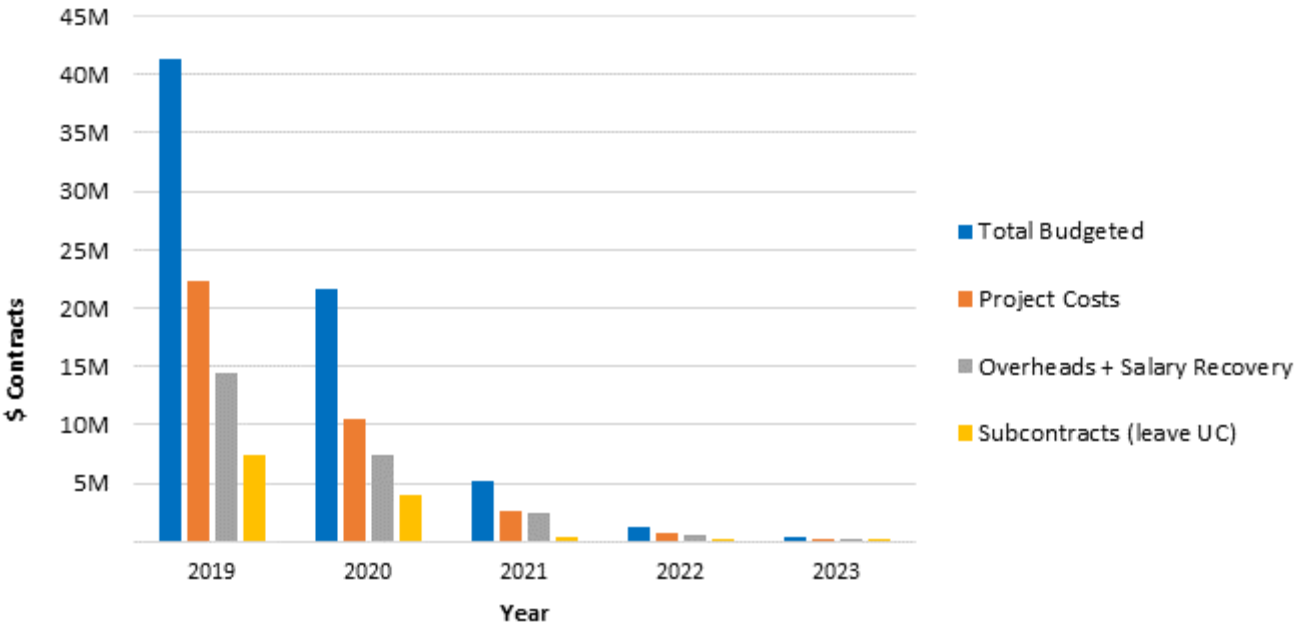
Six Rutherford Discovery Fellowship applications from the colleges of Engineering and Science have been submitted to the Royal Society Te Apārangi for five-year, fully funded fellowships. An external consultant has been engaged to review and benchmark whether UC's strategies, capacity and capability across R&I and the Colleges is appropriately resourced and configured to maximise external research income generation. Dr Elizabeth Hopkins has been engaged as Commercial Director on a fixed-term basis upon the resignation of Bill Lee and his return to the venture capital sector.

R&I is managing 386 research contracts, worth a total value of $152.6m. In 2019 to date, 39 contracts worth a total value of $10.7m have been executed, and 39 contracts worth at least $6.6m are pending (i.e. in the process of being executed). UC holds 77 National Science Challenges contracts worth $24m and 68 CoRE contracts worth $33.7m (with 8 NSC/CoRE contracts pending, worth $0.5m).

Value of Research Contracts Executed By Month

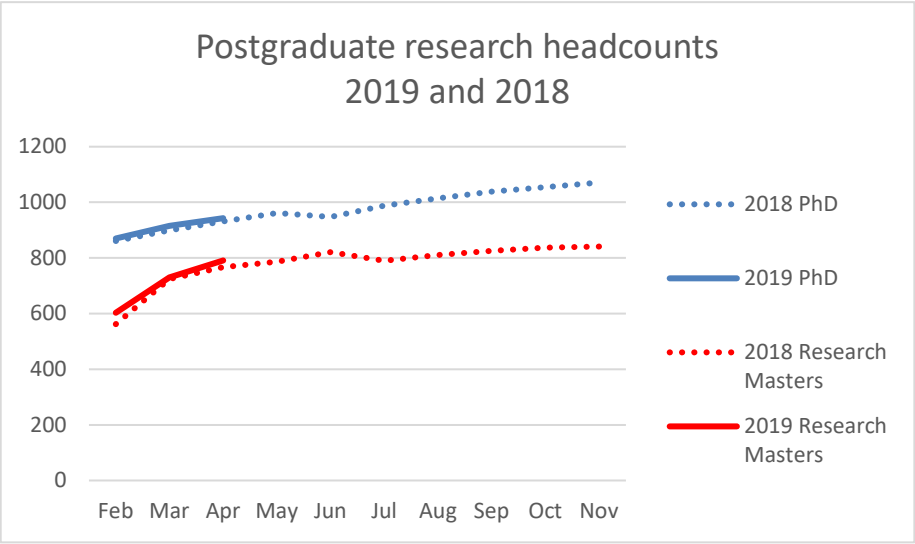


Value of Budgeted Research Income by Year



7.1 Postgraduate Research

PhD and Master's research student numbers continue to track as expected – currently 915 doctoral students compared with 899 in 2018, and 730 enrolled Master's research students compared with 724 research masters students in 2018.



Cumulative figures to the end of February 2019 were 37 new doctoral students enrolled, 29 doctoral students submitted theses and 22 doctoral students completed, compared with numbers of 37, 25, and 26, respectively, for February 2018.

7.2 Student First Programme

The latest release of myUC took place on 28 March, with enhancements to newly digitised paper forms, Change of Enrolment functionality and other student administration functions. ConnectUC, the international agent enrolment portal, has been made available for Partner Universities and Study Abroad agents and students. The 2019 work plan has been extensively publicised within the university, including collaborative workshops with ITS to map out touch points within the university's wider ongoing technology development, and transition the programme back into normal university operations post-2019. Ongoing discovery work continues to highlight the coding and process complexity of the existing SMS system, and the challenges of replacing student finances within a new platform.

8. BICULTURALISM

Our first BICC hui for 2019 was on 4 April, attended by Deans, PVCs and colleagues from the Ngāi Tahu Research Centre and Te Tari o te Amokapua Māori. Each college confirmed their bicultural priorities and work plans for 2019 in this positive and lively Hui.

A wider conversation of the curricula content visibility of BICC to students was also held and dialogue will continue of the continuous improvement process of curriculum development. Kaiārahi are busy working with colleges and service units. Te Ohu Reo continues to receive many requests for te reo assistance of all kinds. We are looking forward to the recruitment of additional Kaiārahi and other roles, as this should allow a greater depth of interaction with colleges and assist in a more powerful expression of bicultural competence and confidence in programmes of study, teaching and student engagement.

Ākonga Māori enrolments at March 2019: College (course based teaching splits)

Headcount	2015	2016	2017	2018	2019
Arts	354	410	457	556	647
Business and Law	243	284	324	364	392
Education and Health	301	272	270	285	321
Engineering	254	341	360	377	427
Science	311	354	361	386	432
Service Units	22	40	50	41	69
Total	**961**	**1,042**	**1,133**	**1,217**	**1,357**

Eke Tangaroa April 2019 will be replaced by a small informal gathering of graduates, graduands, their whānau and UC staff.

The whole-of-office review has been confirmed for Te Tari o te Amokapua Māori. The decision for a new structure includes additional Kaiārahi roles and an office/projects manager. The review will see enhanced support in our BICC work and professional development with UC staff as well as more focused efforts in Māori student retention in co-created initiatives within colleges. The additional staff with the restructure document will also see the current administrative roles disestablished (1.6 FTE). The implementation of the restructure has commenced.

9. FINANCES

March 2019	Actual Year to Date $000	Budget Year to Date $000	Budget Variance Year to Date $000 Fav/(Unfav)	Budget Full Year $000	Forecast Full Year $000	Full Year Forecast to Budget Variance $000 Fav/(Unfav)
Net Surplus/(Deficit)	(2,663)	98	*(2,761)*	2,080	3,414	*1,334*
Capital Expenditure	23,247	45,345	*22,098*	123,637	117,227	*6,410*
Cash/ Short Term Investments/ Short Term Government Stock	357,211	327,020	*30,191*	173,363	188,662	*15,299*

We had been budgeting for an operating **surplus** as at the end of March 2019 of $0.098 million, but have returned an operating **deficit** of ($2.663) million. This is an unfavourable variance to budget of ($2.761) million. This unfavourable variance mainly relates to timing differences of ($1.659) million less research external income, ($1.476) million less income from UCF/ Trusts, ($1.086) million not yet received in relation to the FENZ deal, and a permanent difference of ($0.998) million less international tuition income. This has been partially offset with $2.173 million favourable variances in total personnel expenses (largely due to leave provision adjustment and mainly in colleges).

Capital expenditure is $22.098 million below budget. $5.965 million of the expenditure incurred to date is UC Futures related (RRSIC, Rehua, and CETF) against a year to date budget of $25.791 million.

	Headcount			EFTS		EFTS			
	Applications to Enrol			Actual Enrolment		Full Year Enrolled			
	ATE Enrolment Week: 28 (06/04/2019)			Enrolments (06/04/2019)		Actual	Actual	Forecast (as at March)	Budget
	2017	2018	2019	2018	2019	2017	2018	2019	2019
Domestic 1st Year	5,002	5,029	5,510	3,399	3,508	3,262	3,662		
Returning	9,195	9,460	10,075	8,096	8,703	8,409	8,704		
Total	14,197	14,489	15,585	11,495	12,210	11,671	12,366	13,089	12,972
International 1st Year	3,312	3,614	5,007	720	735	744	922		
Returning	799	943	1,112	727	854	674	781		
Total	4,111	4,557	6,119	1,447	1,589	1,418	1,704	1,879	2,019
						-	-	-	
Total	**18,308**	**19,046**	**21,704**	**12,943**	**13,799**	**13,089**	**14,069**	**14,968**	**14,990**

The March 2019 cash position of $357.211 million is higher than budget by $30.191 million due largely to higher than expected balances at 31 December 2018, and lower capital spend.

For further details please refer to the latest monthly financial report.

NB: 2018/9 Budget and Forecast is not calculated down to year at UC. Enrolment data is based on the same date across years (i.e. 6 Jan vs 6 Jan). ATE data is based on student headcount and based on the student's citizenship status rather than fee type. Enrolment data is based on EFTS and the student fee type (domestic or international). 'International' refers to the student's NZ citizen/residency status rather than their fee-paying status. Most international students will pay international fees but not all. As PhD students generally pay domestic fees this table groups them with domestic students.

9.1 Major Projects & Facilities

RRSIC programme: works continue in Ernest Rutherford to complete fit-out of lab spaces and conclusion of remaining defects as the contract 'defects period' ends mid-year. Beatrice Tinsley programme remains at August 2019.

Canterbury Engineering the Future: CAPE gas line repair will be completed by end of April and Fire Lab (ECU) design, minor modifications and testing continue into May.

Rehua: Code Compliance Certificate approved by the Christchurch City Council, practical completion and submission of final account to follow over the next quarter. Defect list is being tightly managed to ensure a quality outcome.

Haere-roa (UCSA building): Remains on budget with completion 9 July. Current key risk being completion of the bore consent process to facilitate commissioning to programme.

New Hall (Homestead Lane): The builder has commenced on site. Screw piling has been completed. Project is on target, no key risks to report.

Logie and Locke: Contractor retains the overall programme within the dates agreed with the College of Arts after allowing for discovery of asbestos and PCBs. Budget contingency is under pressure as a result of these discoveries but final impact will not be known until discovery processes complete in September 2019.

School of Product Design growth: On budget and programme for Semester 2.

Communications Disorders: Clearing site of buildings will be complete by mid-April to lift section 77 to clear the property title for the sale of the land to FENZ.

9.2 Library

The Library is a vital part of the UC community and supporting students during times of distress as a result of the terror attack. On Friday 22 March the Libraries marked the two-minutes silence. In the Puaka-James Hight Library staff gathered at the Helpdesk as the first part of the vigil was broadcast, with hundreds of students joining in from levels two and three for the first 20 minutes. We have been working closely with SSAC on the best ways to support our students and drawing on our own student wellness programmes usually provided in the first six weeks and during the exam period.

March continued to be very busy with information literacy teaching and consultations. 137 consultations out of 640 (21%) this month were for our ENGR101 students doing their first assignment. 65% of UC researchers have a verified ORCID, the highest in NZ. We are looking at the various ways we can engage in the academic strategy consultations, and how this will impact on our development of a new Library Strategy for 2020-2025.

9.3 IT Services

On 11 March IT Services, with the support of Student Services and Communications, launched UC's first mobile application for students. This app, UCGo, delivered access to 10 different functions, including Learn, timetabling and email. This has been hugely successful with over 4000 app downloads to date. UCGo is also available to staff and visitors. Both Learn and QuakeStudies were successfully moved to the new storage environment as part of ensuring that it is ready to go live 12-14 April. Work has started on the development of the business case to replace the Libraries Management System (Horizon).

10. COMMUNICATIONS

10.1 Communications and Stakeholder Relations

This has been a busy period for media with 80+ media queries handled. March media coverage was dominated by the 15 March mosque terrorist attacks, with UCSA President Sam Brosnahan and UC Muslim Students' Association (UC MUSA) President Bariz Shah both prominent speakers, including in the Newshub/TV3 news coverage of the Band Together event at UC on 18 March.

The significant Communications team response to 15 March involved social media, media releases, video and event delivery. The Annual Report 2018 has been published and released. The UCGo student app has been successfully launched and presented at international technology conference.

The UC Connect public lecture: *Feeding the brain* was attended by more than 325 people plus more than 100 watched the livestream.

Recruitment and Retention events included two Careers Fairs, a Health Precinct public talk in Engineering Core, and the UCan Year 12 event over two days.

The 150th anniversary publication is going to tender for the author and Ariki Creative are working with Marketing on branding.

The University also generated positive media coverage for its 2019 enrolments announcement, combining it with a sod-turning event celebrating the beginning of UC's largest student accommodation construction project.

An analysis of coverage delivered in the 29 days between 1 Feb 2019 and 1 Mar 2019 (Broadcast, Internet, Print) found 937 items. This coverage reached a cumulative audience of 23,035,467 and had an advertising space rate of $3,382,121.

- Online News has the highest volume of coverage (470 items or 50% of the total volume of coverage)
- Newspapers reached the highest cumulative audience (8,231,006 or 35% of the cumulative audience)
- FM Radio had the highest advertising space rate ($1,085,503 or 32% of the total advertising space rate)

10.2 UC media releases/news

- Māori views on European colonisation, through French eyes
- A woman's best friend – dogs and domestic violence
- Lie back and imagine dining Roman-style at the Teece Museum
- Is our future flying robotaxis?
- Canterbury researchers launch red zone story app
- Canterbury researcher's liquefaction work wins top US award
- Band Together
- We are together
- Kia kaha, Kia māia, Kia manawanui
- Solidarity and support for our community
- Diving to new depths for Antarctic Science
- Feeding the brain: exploring nutrition's role in mental health – UC public talk
- Women lead UC into the future
- Prime Minister awards inaugural Te Uru Rākau Forestry Scholarships at UC
- Harvard child health expert returns to roots at UC
- UC booming with students and building for the future
- Marine heatwaves threaten global biodiversity
- Ngāi Tūāhuriri and UC formalise longstanding relationship

10.3 Stakeholders/Alumni

	Income	Distribution
2019 Target	$12,500,000	$6,500,000
2019 to 31 March	$950,225	$424,981
2019 to 31 March	Donors 273	Donations 404

Alumni has worked with the School of Business to secure five senior alumni to join the Business International Advisory Board. There have been six visits from overseas alumni to campus in the last month as part of cultivation and engagement activities, particularly around UCSA fundraising.

The recent Asian visit, led by the Deputy Vice-Chancellor, engaged with over 220 alumni/donors in Malaysia, Singapore and Hong Kong where engagement is the highest it has ever been.

Philanthropic Bond holders (800+) have been contacted about the options of supporting the University when the bonds mature in November 2019. There are now 34 confirmed legacy pledgers totalling $17m in support of the University.

11. COLLEGE SUMMARIES (PROVIDED BY PVCs)

College of Arts (Te Rāngai Toi Tangata)

The first quarterly forecast shows the College slightly ahead of budget and on target to meet projected EFTS, though much of this is in in domestic returning students. The management team have produced additional College guidelines around sabbaticals. We are planning a short internal review of the EURA programme within the NCRE. Possible revisions to the BA degree, including the introduction of core courses, are working through the College approvals process, aiming for a decision in May, along with work on a combined 400-level research methods course which might inform a new 180-point MA. The College is supporting UC's movement towards obtaining the Rainbow tick, and encouraging participation in upcoming workshops. For our many cultural and scholarly events see our regular newsletter, *Arts Update*: http://www.canterbury.ac.nz/arts/arts-news/archive/arts-update/.

College of Business and Law (Te Rāngai Umanga me Te Ture)

Associate Professor Ekant Veer recently visited Melbourne to speak about how the Christchurch All Right? campaign has helped to destigmatising mental wellbeing. This research is based on Ekant's experience as an advisory board member and advocate for the All Right? campaign since 2013 and his engagement with members of the CDHB and the Mental Health Foundation. On 29-30 March, 25 students from across UC spent two days competing in the UCE Future of Digital Travel Challenge based at Christchurch Airport, developing innovative strategies for the airport to address digital disruption in both retail and ground transportation. Highlights included augmented reality hyper-personalised storefronts, artificially intelligent holographic interfaces and a blockchain-enabled retail data sharing platform. UCE also hosted its first Community Kai event, bringing together club executives, student founders, and engaged innovators to meet and grow their networks. The Business School hosted the well-attended 2019 Condliffe Memorial public lecture on 1 April. Professor Steve Tadelis, the James and Marianne Lowrey Chair in Business and Professor of Economics, Business and Public Policy at UB Berkeley. Drawing on his experience of working with e-Bay and Amazon Steve talked about using Economics to Engineer Trust in Online markets.

College of Engineering (Te Rāngai Pūkaha)

Electrical Engineering lecturer Kim Rutter has taken on the role of Director of the MEM degree for the remainder of 2019 after the current director retired early. Kim is working with the Business School to discuss possible joint delivery of the MEM in future. Cardiff University, highly ranked in QS, asked us about setting up a student exchange programme. Cardiff wishes to send 30% of its undergraduate students abroad by 2023 and a meeting was held with CNRE and CSSE to discuss exchange possibilities. CNRE is looking for more exchange partners so this is being explored further. We have a higher than expected percentage of Māori students in the College studying engineering; a recent meeting with other university engineering Deans confirms that we are doing better than most in this area. We also have record numbers of female students (20%) in our Engineering Intermediate year.

College of Education, Health and Human Development (Te Rāngai Ako me Te Hauora)

On 14 March the College hosted the Learning City Christchurch Microcredentials Meet Up in the Community Engagement Hub. A diverse group of about 35 people from non-profit, government, education sector and UC engaged in some rich conversations about microcredentialling, facilitated by Dr Cheryl Doig. The Child Wellbeing Research Institute initiated a new series to support the research development of the initial cohort of 12 PhD students. Topics this term included Vision Mātauranga, engaging in culturally responsive ways with communities, theoretical frames and research methods, and PhD students' own well-being. We are focused on realising the benefits of the collaborative learning, teaching and work spaces in Rehua. A highlight has been the morning karakia and waiata led by Te Hurinui Clarke in the atrium each morning. We are also embarking on our three-year retest of the culture survey in May, and will weave this into our wider strategic conversations about priorities and leadership development.

College of Science (Te Rāngai Pūtaiao)

In the last month, and after lively discussion at the College meeting at the end of March, a decision was made to pause the progress of the joint (with Lincoln University) Bachelor of Science Society and Innovation through our internal approval systems. This decision was made in light of a range of factors, including the nature of discussion and balance of support for the degree at the College meeting and the nature of progress of the degree through the Lincoln University approval processes, and after consultation with the VC. In other programme-related updates, our work continues in responding to the recent BSc review, and we also plan to launch a new major in the BSc in Medicinal Chemistry. International recruitment is in progress for professors and heads of school for the new School of Psychology, Speech and Hearing Te Kura Mahi ā-Hirikapo, and the School of Earth and Environment Te Kura Aronukurangi. These new schools, which are the final two to be created in the restructure of the College of Science, will come into existence in a staged way over the next few months.

11.1 Appendix 2: VC Activities

Past	
29 March 2019	• Hosted Local Labour MPs on campus • Hosted Local Green Party MPs on campus
5 April 2019	• Attended and spoke at a breakfast held at UC for Careers Advisors
11 April 2019	• Attended the Universities New Zealand VCs meeting in Wellington • Met with external stakeholders in Wellington including Tim Fowler (TEC), Andrew Cleland (Royal Society) and Dr Arapata Hakiwai (Te Papa).
15 April 2019	• Spoke at the opening of the biennial conference for the New Zealand Institute of Physics (NZIP).
18 April 2019	• Met with Joanna Norris and Richard Sandford, ChristchurchNZ • Attended the UCSA Graduation Ball
Future	
25 April 2019	• Attending the UCSA ANZAC service
1 May 2019	• Attending the Pasifika Strategy Launch
2 May 2019	• Meeting with external stakeholders in Wellington including South African High Commissioner Tulelo and the National Party's Education Spokeperson, Dr Shane Reti. • Hosting the UC Alumni Speaker Series with Phil Veal in Wellington
7 May 2019	• Speaking at the Fulbright Awards • Meeting with Minister Hipkins in Wellington
9 May 2019	• Attending Deloitte Digital – an event focussed of the future of technology in business
11 May – 19 May 2019	• Travelling to the United Kingdom on UC business
21 May 2019	• Speaking at a UCSA Forum
24 May 2019	• Speaking and attending Canterbury Deputy Principals and Assistant Principals Association (CADAP)
29 May 2019	• Attending the Canterbury History Foundation meeting
30 May 2019 – 4 June 2019	• Travelling to Fiji on UC business

11.1 Appendix 3: Events Calendar

Event calendar: www.canterbury.ac.nz/events

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Report to the Council from a meeting of the Finance, Planning and Resources Committee held on Monday 15 April 2019

The Committee recommends:

1. Monthly Financial Report to 31 March 2019

   That: Council note the Monthly Financial Report to 31 March 2019.

Ms Catherine Drayton
Chair
Finance, Planning and Resources Committee

17 April 2019

Memorandum | Pukapuka

Financial Services | Te Ratonga Ahumoni
Office: 6th Floor Matariki
Extension: 93454
Email: keith.longden@canterbury.ac.nz

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

To:	Ki:	Council
From:	Nā:	Keith Longden
Date:	Rā:	17 April 2019
Subject:	Kaupapa:	**Monthly Report – 31 March 2019**
Purpose:	Aronga:	To provide information

This memorandum is presented in eight sections:

1. **Executive summary**
2. **Operating results – actual year to date**
3. **Operating results – forecast to end of year**
4. **College contribution margin**

5A. EFTS reporting – numeric
5B. EFTS Reporting - graphs

6. **Capital reporting**
7. **Net operating cash flow trends**
8. **Covenants and targets**

Appendix – cash flow trends to 2022

CONFIDENTIAL

Benchmarks in the monthly report are drawn from the 31 December 2017 financial statements of all New Zealand universities (excluding UC). These will not be updated for the 2018 results until all universities have published their results, which will be in April/May.

Fees-Free - please note we continue to classify the Fees-Free contribution from TEC as Tuition Fees. The TEC financial returns we complete from time to time classify these under Government Grants.

Overall assessment of current financial and EFTS performance:	↔

1 Executive summary - operating results

↑

$000	Actual Year to Date	Budget Year to Date	*Actual vs budget*	Full year budget	Full year forecast	*Full year forecast variance*
Total operating income	88,425	93,756	*(5,331)*	391,174	391,024	*(150)*
Total operating expenditure	91,088	93,658	*2,570*	389,094	387,610	*1,484*
Total operating surplus/(deficit)	**(2,663)**	**98**	***(2,761)***	**2,080**	**3,414**	***1,334***
Working capital	178,235	145,324	32,911	119,438	137,779	18,341
Net assets	1,437,798	1,437,367	431	1,440,008	1,594,594	154,586
Net cash received from operating activities	87,064	93,565	(6,501)	68,222	79,002	10,780
Closing cash balance	357,211	327,020	30,191	173,363	188,662	15,299

Highlights:

Movements in month

- Although an actual deficit of ($2.663) million, this includes accruals for the central scholarships and agent commission that are phased for April in the budget, totalling $5.100 million. This anomaly will reverse next month.
- Reductions in tuition fees against budget of ($0.919) million due to EFTS performance and research revenue including research-related drawdowns from the UC Foundation and UC Trust Funds, are ($2.014) million less than budget, but with corresponding savings in research expenditure (research revenue is recognised as related expenditure is incurred).
- In the first formal forecast of the year, we continue to anticipate a surplus in excess of budget.

Year to date actual operating deficit is ($2.663) million compared to a budgeted surplus of $0.098 million.	↔
Actual total revenue is less than budget – this reflects research revenue recognition, currently considered to be phasing, and reductions in Tuition Fees. The deferral of the sale of property to FENZ, budgeted for March but now expected in April is also a factor, and non-research drawdowns from UC Foundation and Trust Funds are $1.120 million less than budget.	↔
Actual year to date expenditure is less than budget - reductions in research expenditure reflect reduction in research revenue, with unbudgeted leave provision releases and with other personnel budget phasing savings that are expected to reverse.	↔
Forecast full year net surplus of $3.414 is higher than budget – mostly depreciation savings – increases in operating expenditure are offset by forecast savings in personnel costs.	↔
EFTS – the University forecasts total EFTS slightly below budget but significantly in excess of 2018 and in line with the Funding Agreement targets (within tolerable allowances), but International Full Fee EFTS are below budget, with a consequential impact on revenue.	↔

UCIC – there remain challenges for UCIC in the changes to visa terms and English Language certification, and recent events in Christchurch but these are being managed. However, new to UC from UCIC is marginally up on 2018 and full year forecasts of transfers to UC remain for now in excess of 2018.	↔
Capital expenditure – year to date expenditure of $23.247 million is ($22.098) million (49%) under budget. Some budgeted costs have been delayed and some were made in 2018. The forecast has been adjusted accordingly.	↔
Net operating cash flow is below budget. The main impact is in full fee tuition fees due to below budget EFTS, which translates to the full year forecast.	↔
The University forecast is in line with its Funding Agreement targets for 2019.	↔

2 Operating results - Actual Year to date ↔

Year to date actual operating deficit is ($2.663) million against a year to date budgeted operating surplus of $0.098 million.

REVENUE

Movement in month

- EFTS numbers are now clearer, and failure to meet the ambitious budget targets in International EFTS has led to a decrease in tuition fee revenue. This has further affected revenue to date and the forecast, with a ($3.911) million reduction for the full year against budget.
- Now the withdrawal date/no refund date for students has passed we have accrued $5.100 million for central scholarships and agent commissions into March that were budgeted for April. This anomaly will reverse in the 30 April monthly report.
- Research revenue is under budget, but this is largely timing although delays in MBIE and TEC AIGI projects in the College of Engineering have a significant impact on forecast revenue, as does QuakeCoRE. However, as revenue is recognised only as expenditure is incurred, the impact on the surplus/deficit is minimal, and there are corresponding savings in personnel and consumable costs.

EXPENDITURE

Movement in month

Expenditure remains significantly under budget, mostly in personnel although this is largely phasing.

3 Operating results – Forecast to end of year ↔

The University forecasts a net surplus of $3.414 million (Budget surplus $2.080 million).

Movement in month

The forecast surplus fell from $5.566 million in February to $3.414 million following the first formal forecast of the year. This identified ($1.086) million less tuition fees as EFTS numbers were clarified and ($1.288) million of increased personnel costs compared with the February forecast, mostly in the Colleges.

Further discussion of the forecast financial result is contained in the Forecast Movement Memorandum.

4 College contribution margin ↔

To give context for the performance against budget by colleges, we have prepared the following table that compares the actual 2018 budgeted result for each college with the pure Contribution Margin (CM) calculation. This excludes Education Plus.

Calculated CM compared with Budget CM	College of Arts	College of Business and Law	College of Engineering	College of Science	College of Education, Health and Human Development	Total Colleges
CM Required per formula	17,623	21,172	38,035	25,471	14,971	117,272
as a % of Total Revenue	*43.9%*	*40.3%*	*32.7%*	*32.8%*	*40.2%*	*36.2%*
Budgeted result	15,526	21,664	42,562	23,258	14,262	117,272
as a % of Total Revenue	*38.6%*	*41.3%*	*36.6%*	*30.0%*	*38.3%*	*36.2%*
Difference	**(2,096)**	**492**	**4,527**	**(2,213)**	**(709)**	**0**

The University continues to use the CM model as the starting point for the budget process. This presents some challenges in that the College of Engineering significantly exceeds its pure CM target, while both the College of Arts and the College of Science in particular are not generating sufficient EFTS and other revenue to make the expected contribution under the CM model. We continue to review the model to ensure it is fair to all.

For further context, the comparison of the budgeted result with the current forecast is as follows:

Budget CM compared with Forecast CM	College of Arts	College of Business and Law	College of Engineering	College of Science	College of Education, Health and Human Development	Total Colleges
Budgeted result	15,526	21,664	42,562	23,258	14,262	117,272
as a % of Total Revenue	*38.6%*	*41.3%*	*36.6%*	*30.0%*	*38.3%*	*36.2%*
Forecast result	15,889	21,442	42,270	23,379	12,118	115,097
as a % of Total Revenue	*38.8%*	*39.4%*	*35.6%*	*28.7%*	*33.8%*	*34.7%*
Difference	**363**	**(222)**	**(292)**	**121**	**(2,145)**	**(2,175)**

The College of Education, Health and Human Development forecast is less than budget due to lower EFTS, both Domestic and International, than budgeted and the consequential reduction in SAC allocation.

5A EFTS reporting - Numeric ↔

The summary EFTS position for 2019 is as follows **(detail on page 20 - 22 of the monthly report)**:

Movements in month

Forecast total EFTS fell by 57, 26 Domestic EFTS and 31 International EFTS.

The Funding Agreement target for 2019 is 14,597 total EFTS, and 13,075 Domestic EFTS, both of which the University currently forecasts to exceed for now.

(EFTS)	2018 Full Year	2019 Budget Full Year	2019 Forecast Full Year	Variance Forecast to Budget
Domestic	12,366	12,972	13,089	117
International	1,704	2,019	1,879	(139)
Total	**14,069**	**14,990**	**14,968**	**(22)**

Overview

Overall, total EFTS are forecast to be slightly down on budget by 22 EFTS, (0.1%).
The University forecast is for a deficit against budget in tuition + SAC funding by ($2.749) million, (1.1%), due to a higher proportion of domestic students in the forecast compared to budget.

Tuition Fees show an unfavourable forecast to budget for International Fees ($4.515) million, (8.5%), and favourable Domestic Fees + SAC funding of $1.766 million, 0.8%.
The 2019 University forecast compared to the 2018 Full Year shows growth in tuition + SAC funding by $15.073 million, 6.2% favourable and EFTS by 899, 6.4% favourable.

Domestic EFTS

The University forecasts a tuition + SAC funding surplus against Budget $1.766 million, 0.8% and Domestic EFTS to exceed Budget by 117 EFTS, 0.9%

This surplus is comprised of the College of Business and Law 90 EFTS, 3.8% favourable, the College of Science 31 EFTS, 1.4% favourable, the College of Engineering 34 EFTS, 0.9% favourable, the College of Arts 8 EFTS, 0.3% favourable, and Service Units 21 EFTS, 16.2% favourable, fully offsetting the College of Education, Health and Human Development (68) EFTS, (3.5%) unfavourable.

International Fee EFTS

The University forecasts a tuition deficit against Budget ($4.515) million, (8.5%) and International EFTS shortfall to Budget by (139) EFTS, (6.9%).

This deficit is comprised of the College of Business and Law (89) EFTS, (10.7%) unfavourable, the College of Science (22) EFTS, (10.3%) unfavourable, the College of Education, Health and Human Development (7) EFTS, (3.6%) unfavourable, the College of Engineering (27) EFTS, (4.4%) unfavourable, all partially offset by the College of Arts 5 EFTS, 2.8%.

UCIC

- **UCIC Students at UCIC:** Term One New to UCIC is 38 EFTS, compared to 35 EFTS in 2018, up 9%. Total Term One EFTS is 99 EFTS, compared to 93 EFTS in 2018, up 6%.
- **UCIC Transfers to UC:** The forecast is for 481 EFTS against a 2018 Budget of 463 EFTS from UCIC at UC. There was a drop in the March forecast due to the majority of students enrolling in February, compared to last year.

5B EFTS reporting – Graphs in the Monthly Report ↔

The Monthly Report contains a series of graphs **on pages 20 to 30**.

February 2019

There have been no significant movements in forecast EFTS reporting during the month. There are no additional EFTS included for Kia Tōpū.

Prior months' commentary (updated)

EFTS performance – pages 20 to 23

These graphs show the actual and projected progression of EFTS 2018 to 2020, anticipating the University will exceed the 2010 benchmark in 2020 but with a slightly larger proportion of graduate EFTS.

The mix of total EFTS on page 20 among the Colleges is steady 2018 to 2020 but with significantly less EFTS in the College of Arts and College of Science than in 2010, and with increases in all other Colleges, the College of Engineering in particular showing an increasing trend.

This overall picture is mirrored in the Domestic EFTS graphs on page 21, but Full Fee EFTS performance on page 22 demonstrates not only the University's success in international recruitment but the table data also shows the growing preponderance of graduate full fee EFTS, four and a half times as many in 2019 than in 2010, rising to nearly five times in 2020. The University forecasts increasing numbers of Full Fee students for the College of Business and Law and the College of Engineering in particular.

The New to UC graphs on page 23 show an continuing upturn trend in both domestic and full fee EFTS, trending to regain the levels of 2010 (domestic) and actually exceeding them (full fee).

There will be a consequential increase in the returning students in future years as a result, providing retention rates are maintained.

SAC Guarantee and 10 Year Forecast - pages 24 and 25

The SAC guarantee no longer applies, and as discussed above, the University expects to exceed its SAC target in the Investment Plan and claim and additional $1.538 million.

The 10 Year Forecasts on page 25 reiterate the journey the University has been on since the earthquakes, highlights the performance against the University's commitments under the Funding Agreement, and charts one of the key assumptions behind the University's financial projections.

The gradual (but no less challenging for that) growth targets in Domestic EFTS must be seen against the fierce competition from other Universities and the attraction of employment to school leavers, particularly in Canterbury. Against a background of relatively flat demographic growth in the entry age group, current success is hard-earned. Short term forecast exceed the existing 10 year model forecasts for 2019 and 2020, reflecting the good results in the 2018 and 2019 recruitment rounds.

The Full Fee EFTS show some challenging growth targets, and highlights the success the University has had so far in meeting its Funding Agreement targets. Both the Domestic and Full Fee EFTS forecasts are a result of the strategic effort put into recruitment, simplifying student enrolment procedures, increasing programme attractiveness and the emphasis on managing the "student experience".

UCIC – pages 26 to 30

While the focus of the majority of these graphs is on EFTS, on pages 26 and 27 we see the significant financial contribution UCIC has made to University since the start of the contracts in in 2012. Cash targets set in the original Business Case were being met, but difficulties with changes to visa requirements and English language proficiency certification affected numbers and consequently royalty payments.

Conversely, UC revenue from UCIC students converting to UC is in excess of the original business case. However, conversion rates (see pages 29 and 30) are currently stalling, but the University converts a significant proportion of UCIC students into full time study, as shown on page 30, with the cohorts going mainly into the College of Engineering and the College of Business and Law, which is consistent with the Full Fee growth areas noted above.

6 Capital expenditure

↔

Year to date capital expenditure of $23.247 million is ($22.098) million (49%) under budget.

Movements in month

The expenditure in March was nearly $2 million over budget, due mainly to certain off-site materials being accepted into the claim for the Heritage Garden Hall project. Otherwise the expenditure was broadly on budget.

The permanent underspend variance arising from the settlement budgeted in January but paid last December remains and we continue not to receive any invoices from Hawkins (Downer) on Rehua as the final account is prepared.

Capital expenditure by activity is on **page 19 of the monthly report**. An analysis of the main items is as follows:

Year to date	FY budget		Budget	Actual	Variance	*Variance*
March	**$000**		**$000**	**$000**	**$000**	***%***
Main buildings	78,975		35,364	16,050	(19,314)	*-55%*
Other construction	12,675		4,341	1,723	(2,618)	*-60%*
Minor capital/make good	8,891		1,147	1,317	170	*15%*
IT	2,460		372	389	17	*5%*
Student First	5,271		1,236	784	(452)	*-37%*
Research Strategic Fund	1,500		0	0	0	*#DIV/0!*
Library	3,727		816	1,097	281	*34%*
Colleges	8,352		1,568	1,526	(42)	*-3%*
Projects < $500,000 annual budget	1,776		501	361	(140)	*-28%*
Totals	**123,627**		**45,345**	**23,247**	**(22,098)**	***-49%***

This presentation is different to prior years, with categories as follows:

Category	**Composition**
Main buildings	CETF, Rehua, RRSIC, Heritage Garden Hall, UCSA, Sport and Recreation
Other construction	Communications Disorders, Locke and Logie, Ilam boiler, Te Ao Marama, Connon Hall Product Design growth space
Minor capital/make good	Minor Capital: Facilities Management, Campus Services, IT, IT audio visual; make good Kirkwood and Dovedale villages
IT	eLearning, IAMS
Student First	Student First project capital expenditure
Research Strategic Fund	$1.500 million research strategic fund, led by Deputy Vice-Chancellor
Library	Includes books, serials and information resources capitalised.
Colleges	Individual Colleges and some Service Units.

The major variance to date relates to RRSIC, where the Fletchers final account for RRSIC Stage 1 was budgeted for January 2019 but actually paid in December 2019; the UCSA building is behind on expenditure but is mostly phasing, and Rehua is at the tail end of the project with the final account stage in progress and no invoices being raised by Hawkins (Downer) for now, although budgeted for January to March 2019.

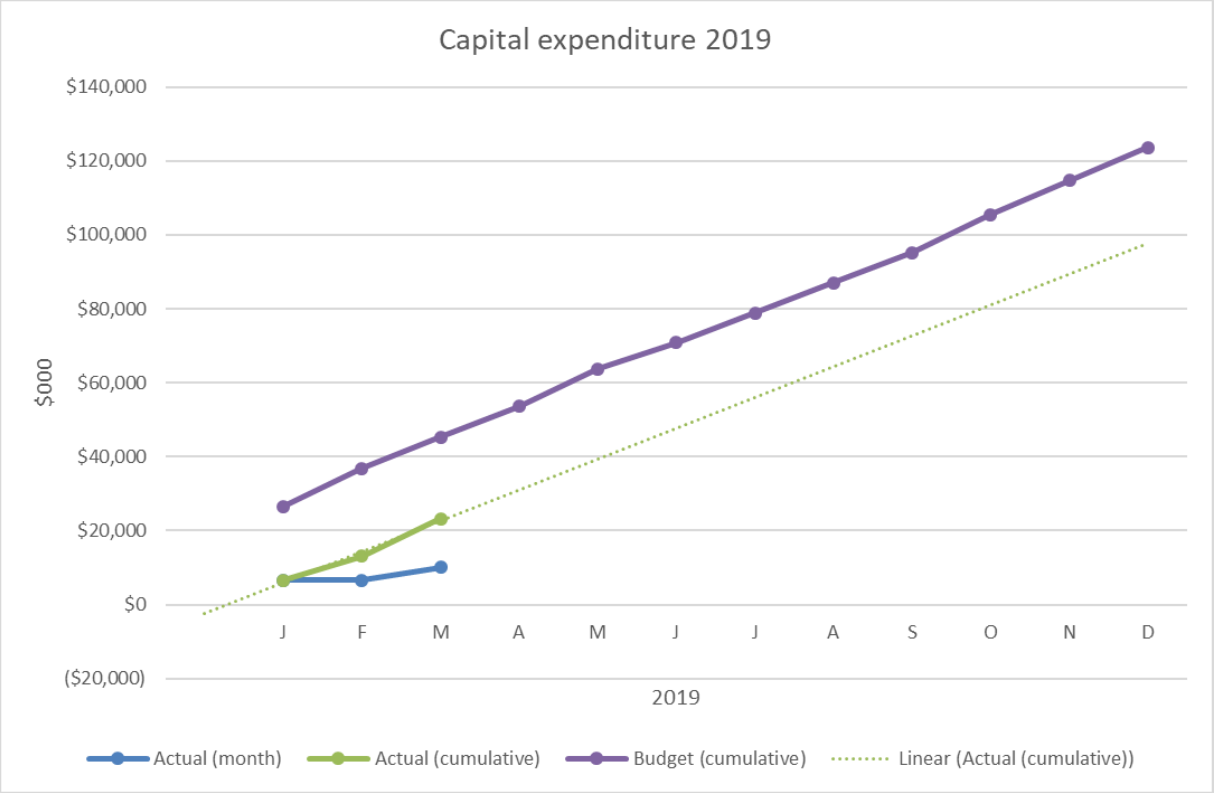
Connon Hall and School of Product Design growth space are close to having final costs come through, but there are programme delays in Locke and Logie and Communications Disorders, Te Ao Marama is now anticipated to be worked on mostly in 2020 and 2021, while the Ilam Boiler is currently under procurement.

The majority of the make good work on the two village sites is timed for later in the year and the minor capital work is close to budget.

eLearning is phased for later in the year and IAMS is forecast to come in under budget.

The Research Strategic Fund is new in 2019, and is phased for July through to October, as the process has yet to begin.

The current trends are as follows:



We have reduced the forecast capital spend by $6.400 million by year end, representing the final account for Fletcher's budgeted for January 2019 but paid in December 2018. The final account from Hawkins (Downer) for Rehua is not anticipated until April or later. We review the capital forecast on a monthly basis.

7 Net operating cash flow trends ↔

Working capital

The working capital position is in excess of budget due to additional unbudgeted cash being brought forward from 2018 and capital spending under budget.

Current cash balances and deposits are being held strategically on relatively short terms of 6 -10 months as interest rates are currently fairly flat after 120/150 days, and longer term deposits are not attractive where this would tie up capital were there be a sudden increase in rates. We review this positon regularly.

Net assets

Net assets are in line with budget, the increase being mainly the operating surplus. The University will be revaluing its land and buildings at 31 December 2019, and has estimated a $150 million increase in the depreciated replacement Cost valuation. The buildings were last revalued for 31 December 2016. In the period 2014 to 2016 the increase was $188 million. We have not assessed any increase in land values (valuations for these have moved by minor amounts in previous

valuations, and have been both positive and negative) or the permanent collection (similarly not expected to be material).

Cash flow assumptions

The report includes the monthly five year projection of our net operating cash and cash balance position. Key assumptions remain the timing and cost of investment in our capital programme; and student numbers increasing.

Appendix 1 shows expected monthly cash flow profiles to 2022.

8 Covenants and targets ↔

The borrowing consent signed in 2014 places certain reporting requirements on the University, including Council papers and formal annual capital asset management planning and capital expenditure reporting, and the requirement for the appointment of an independent advisor "as soon as practicable after UC Council forms the view that it will be required to borrow more than $65 million under the terms of the funding agreement". This is currently under review with TEC as required in the original borrowing consent.

The Funding Agreement signed with the Crown also provides certain operational and financial targets, which we have included in the monthly report. See the summary on **page 7 of the monthly report.** The requirements of the Funding Agreement remain in place until 2022 or earlier if decided by the Governance Oversight Group (GOG).

Note that the "allowable tolerance" for EFTS and revenue targets is ± 5%, while the other targets have their ranges as shown in the report.

Bond requirements

All Trustee bond requirements have been met.

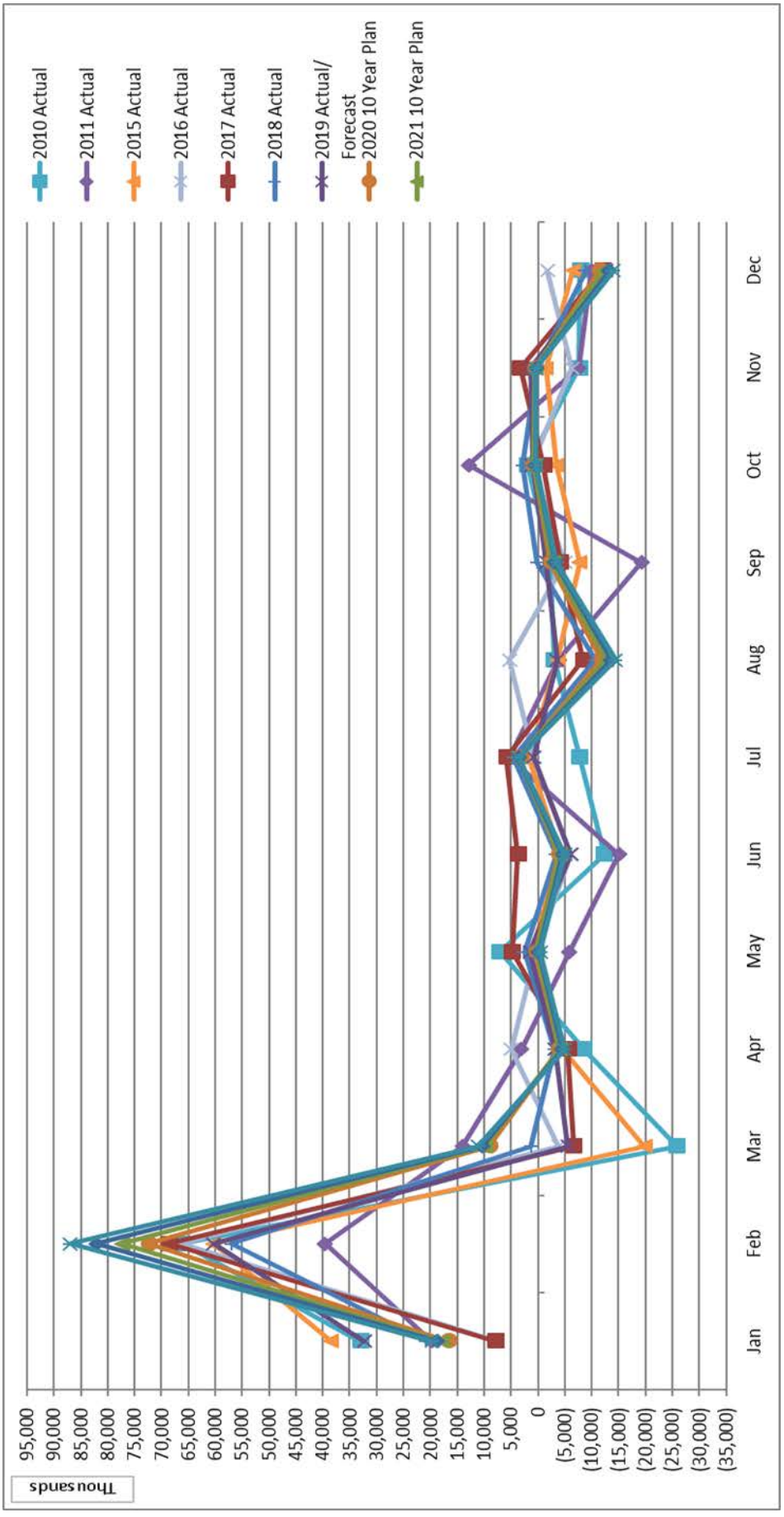
Recommendation:

For information.

Ngā mihi

Keith Longden
Executive Director/Chief Financial Officer | Kaihautū Matua Ahumoni

Appendix – Net operating cash flows to 2022



UNIVERSITY OF CANTERBURY

Te Whare Wānanga o Waitaha

CHRISTCHURCH NEW ZEALAND

Council Monthly Report

March 2019

Report approved by:

Keith Longden
Chief Financial Officer

24 April 2019

March 2019

Council Monthly Report

CASH **3**
- Cash Position as at March 2019 3
- Daily Cash Balance (rolling 12 months) 3
- Monthly Cash Balance Monitoring 4
- Interest Rates on Deposits 4
- Five Year Projection of Net Cash from Operating Activities 5
- Five Year Projection of Cash position 6

COVENANTS **7**
- Governance Oversight Group – Funding Agreement Targets 7
- Philanthropic Bond Trust Deed 7
- MOE 7

FINANCIAL INDICATORS **8**
- Indicators Relating to Financial Performance 8
- Indicators Relating to Financial Position 9
- Indicators Relating to Cashflows 9

FINANCIAL STATEMENTS **10**
- Total Operating Surplus/ (Deficit) Variances to Budget 10
- Statement of Financial Performance for period ending March 2019 11
- Statement of Financial Position as at March 2019 12
- Statement of Cash Flows for period ending March 2019 13
- Financial Statements Commentary 14
- Capital Expenditure by Activity 19

EFTS SUMMARY **20**
- Total EFTS 20
- Domestic EFTS 21
- Full Fee EFTS 22
- New to UC and Returning Trends 23
- SAC Guarantee Value 24
- UC 10 Year Forecast 25
- UCIC Long Term Forecast 26
- UCIC at UCIC 28
- UCIC Converts to UC 29

HUMAN RESOURCES SUMMARY **31**
- Statistical Summary – Annualised Rolling FTEs 31

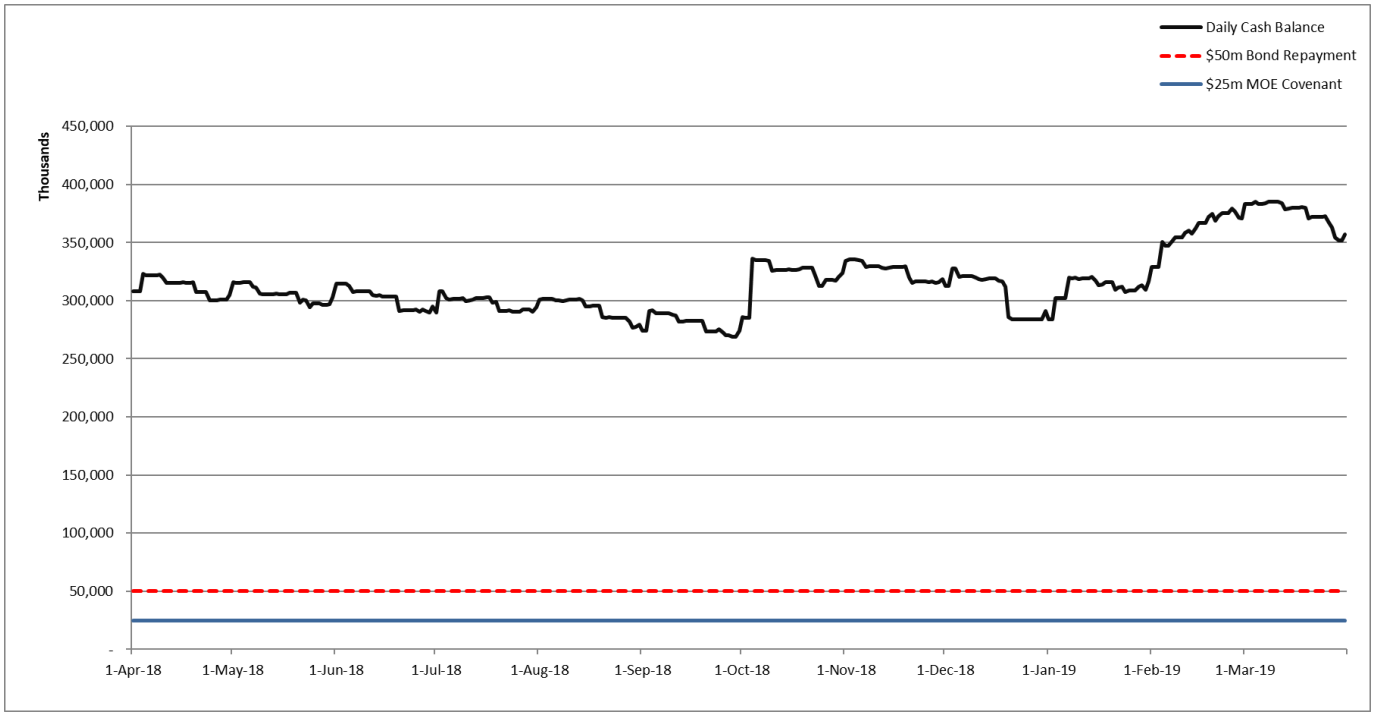
GLOSSARY **32**

Cash

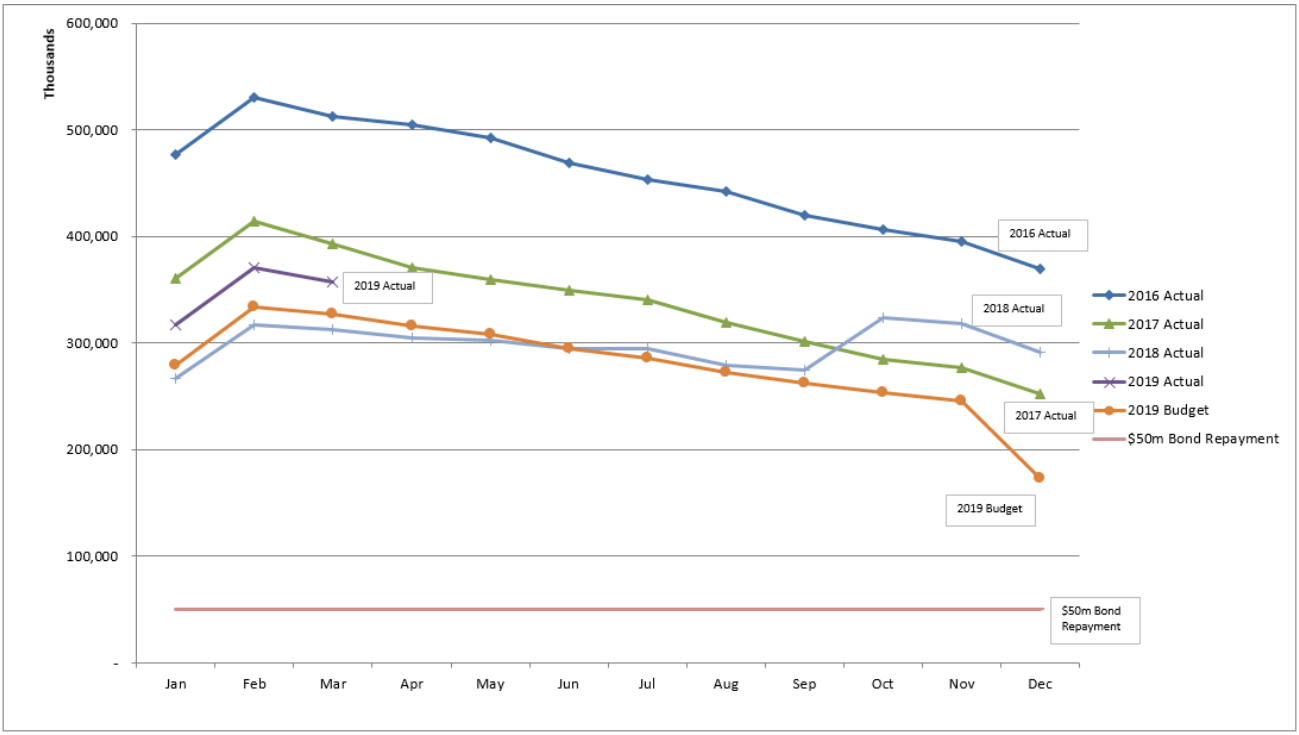
Cash Position as at March 2019

	Actual Year to Date in $000s	Budget Year to Date in $000s	Variance Year to Date in $000s	Forecast Full Year in $000s
Cash/ Short Term Investments/ Short Term Government Stock	357,211	327,020	30,191	188,662

Daily Cash Balance (rolling 12 months)



Monthly Cash Balance Monitoring



The above summary includes Government Stock and Long Term Investments.

Interest Rates on Deposits March 2019

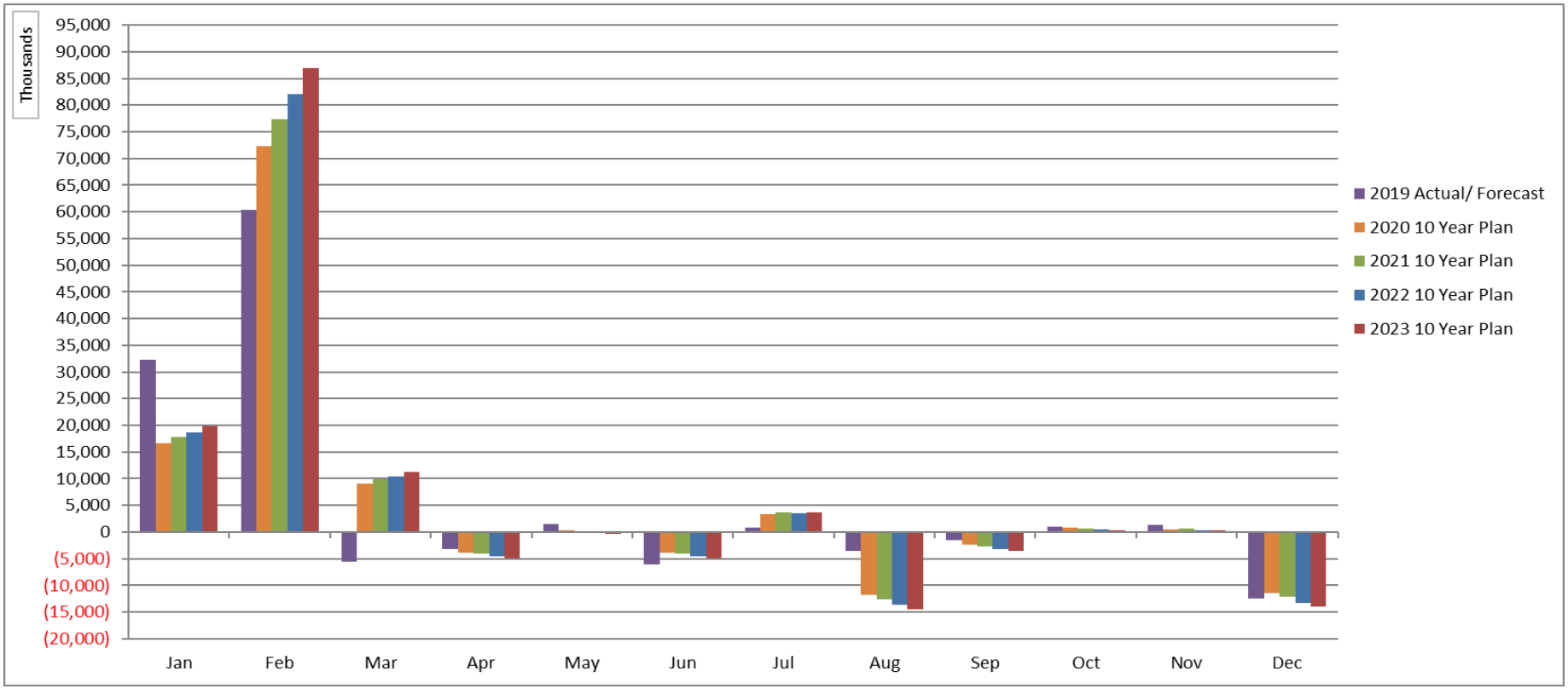
Bank	Interest Rates	Total Days Invested	Current $M	Term $M
ANZ	2.40% - 3.37%	72 - 296	$ 116.22	$ -
ASB	2.59% - 3.38%	82 - 283	$ 46.55	$ -
BNZ	2.51% - 3.36%	89 - 371	$ 27.80	$ -
Kiwibank	3.00% - 3.45%	139 - 371	$ 46.90	$ -
Westpac	3.05% - 3.31%	134 - 283	$ 101.88	$ -
Call Accounts	2.30% - 2.30%	-	$ 12.02	$ -
Current Account	2.50%	-	$ 0.64	$ -
Foreign Currency Account	0.10%	-	$ 5.20	$ -
TOTAL			**$ 357.21**	**$ -**
Average annual interest rate			**2.68%**	**0.00%**

Note that short term deposit rates (30-120 days) are currently at 2.87% on average.
The benchmark information relating to deposit amounts and interest rates is drawn from the 31 December 2017 published financial statements for Universities as follows:

	Current	Term
Range of deposit rates	0.85% - 5.27%	2.50% - 3.30%
Average amount on deposit as at 31 December 2017	$87.127 million	$5.826 million

Five Year Projection of Net Cash from Operating Activities

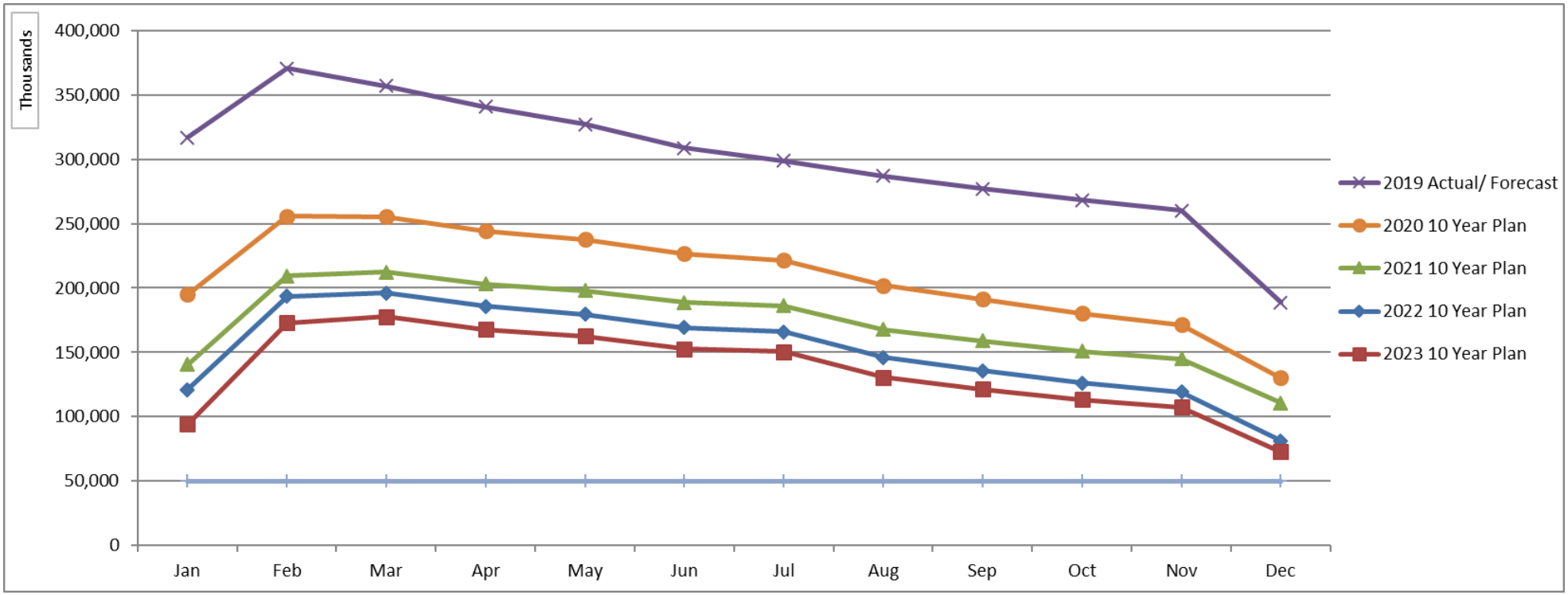
The following graph reflects cash from operating activities less cash to operating activities for the current year Actuals, and 2020-2023 from the 10 Year Plan (ver. 70).



2019 Actual/ Forecast: January – March is based on Actuals with the remaining months based on the 2019 Forecast.

Five Year Projection of Cash position

The following graph reflects the balance of cash on hand at the end of each month for the current year Actuals, and 2020-2023 from the 10 Year Plan (ver. 70).



2019 Actual/ Forecast: January – March is based on Actuals with the remaining months based on the 2019 Forecast.

Covenants

Governance Oversight Group – Funding Agreement Targets: March 2019

	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Target Full Year
Domestic EFTS	12,175	n/a	12,972	13,089	13,075
Overall ETFS	13,765	n/a	14,990	14,968	14,597
Total operating revenue ($million)	88	94	391	391	362
Net cash flow from operations (cash inflow/(outflow) from operations) (%)	217%	229%	121%	120%	115% +
Net operating surplus before abnormals/ total income (%)	-3.0%	0.1%	0.5%	0.9%	0% to 3%
Ability to service debt (interest coverage ratio)	(2.1)	1.1	1.5	1.8	1.0x to 1.5x
Debt to (debt + equity) ratio (%)	3.4%	3.4%	0.1%	0.0%	0% to 7.5%

Philanthropic Bond Trust Deed

	Indicator	Full Year Budget	Full Year Forecast	Actual Full Year 2016	Actual Full Year 2017	Actual Full Year 2018	Benchmark
Debt/Debt plus Equity	< 25%	0.1%	0.0%	3.5%	3.6%	3.4%	2.6%
		Ok	Ok	Ok	Ok	Ok	n/a

	Indicator	Full Year Budget	Full Year Forecast	Actual Full Year 2016	Actual Full Year 2017	Actual Full Year 2018	Benchmark
Secured Debt/Debt plus Equity	< 5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		Ok	Ok	Ok	Ok	Ok	n/a

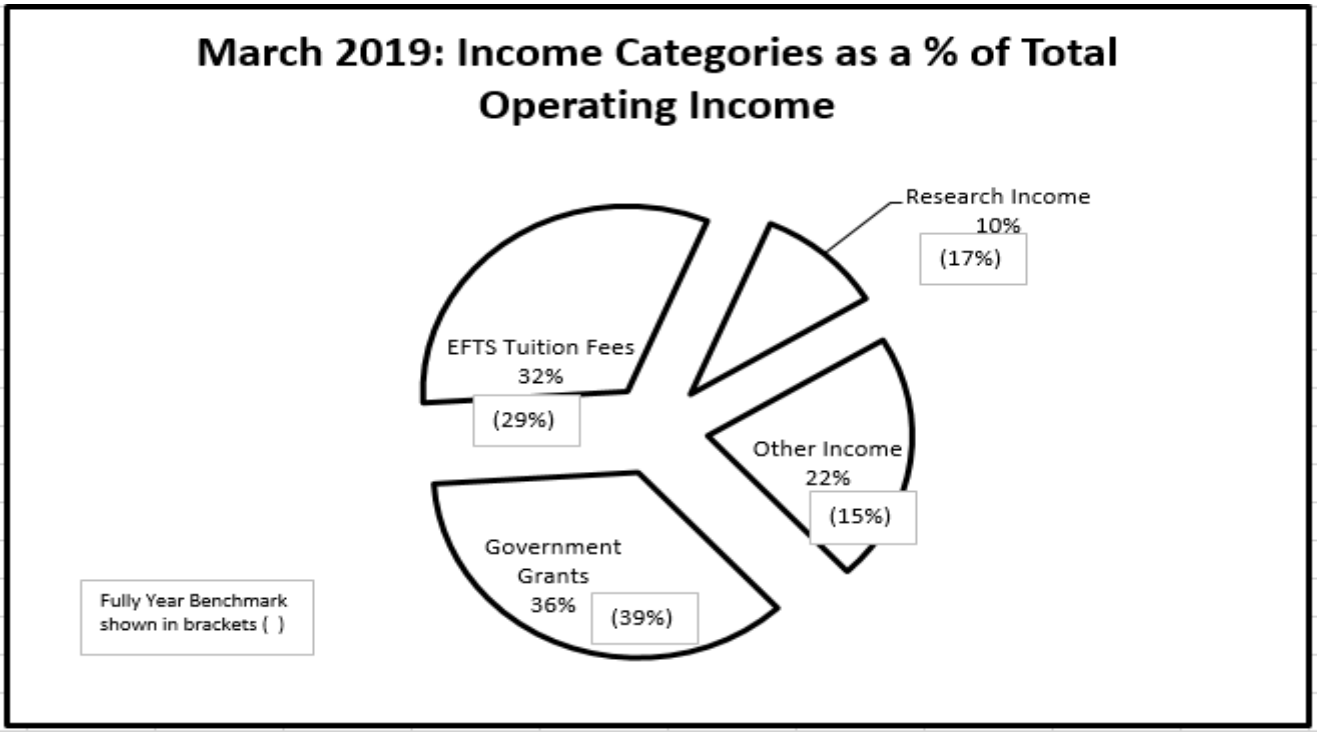
MOE

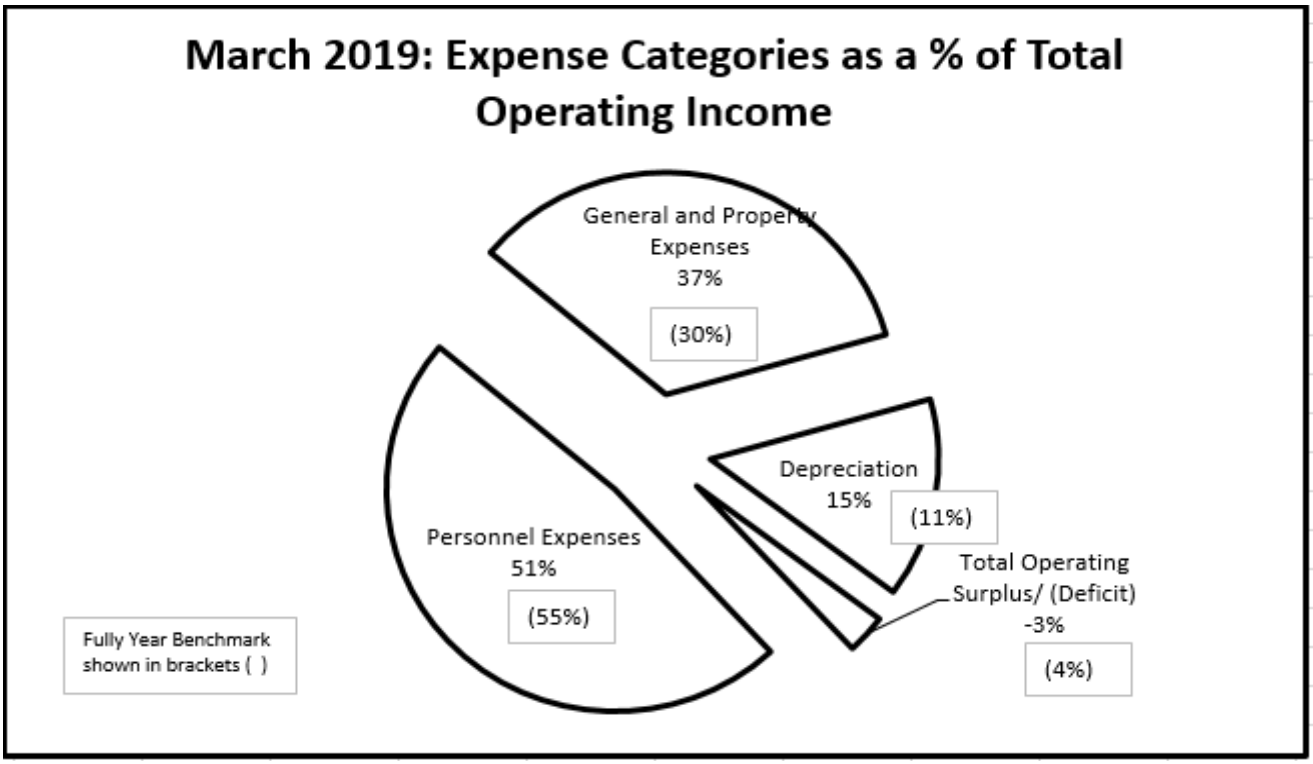
All MOE covenants have been replaced by a consent that requires appointment of an independent advisor as soon as practicable after UC Council forms the view that it will be required to borrow more than $65 million under the terms of the funding agreement; provision of FPRC and Council papers; limits on use of assets as security; and provision of capital asset management planning and capital expenditure reporting. There are no financial covenants.

Financial Indicators

These were MOE covenant indicators, but which we continue to report as relevant liquidity measures.

Indicators Relating to Financial Performance:





	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark Full Year
EBITDA $000	9,474	12,645	56,894	54,587	75,598
EBITDA/ Revenue %	10.7%	13.5%	14.5%	14.0%	14.7%

Indicators Relating to Financial Position: March 2019

	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Working Capital $000	Positive	178,235	145,324	119,438	137,779	*
Working Capital Ratio	> 1	1.8:1	1.7:1	2.2:1	2.5:1	0.9:1
		Ok	Ok	Ok	Ok	n/a

* Benchmark working capital is negative.

Year to date working capital is $32.911 million more than budget.

	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Total Borrowings/Total Assets	< 25%	2.9%	2.9%	0.0%	0.0%	2.3%
		Ok	Ok	Ok	Ok	n/a

Indicators Relating to Cashflows: March 2019

	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Net Debt/ Net Cash from Operating Activities	< 1.8	0.0	0.0	0.0	0.0	0.0
		Ok	Ok	Ok	Ok	n/a

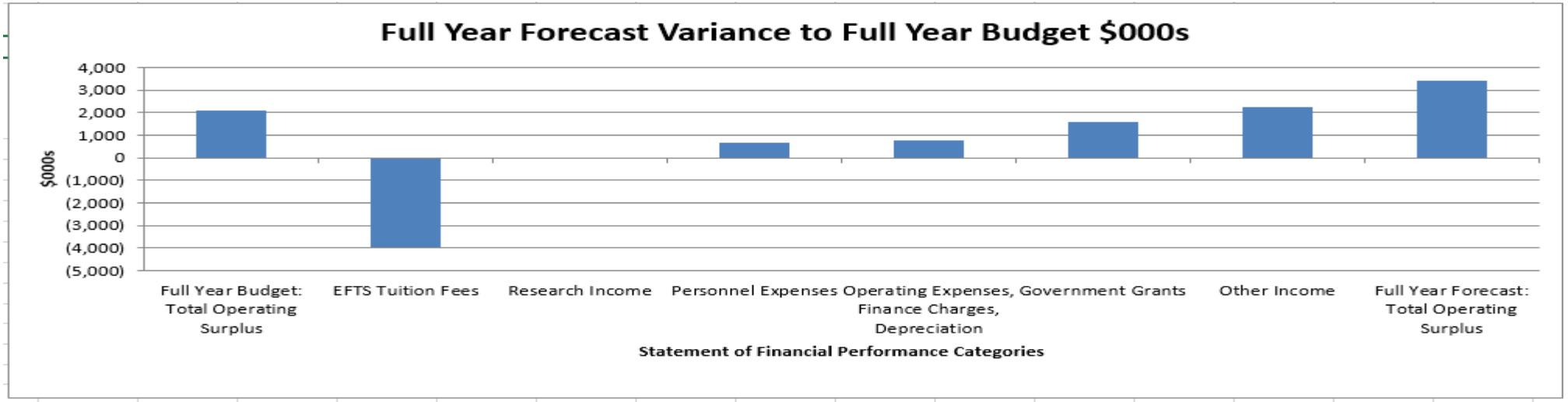
Where Cash & Short Term Investments are greater than Debt, resulting in Net Debt being in a negative position, the ratios are reported as zero rather than negative.

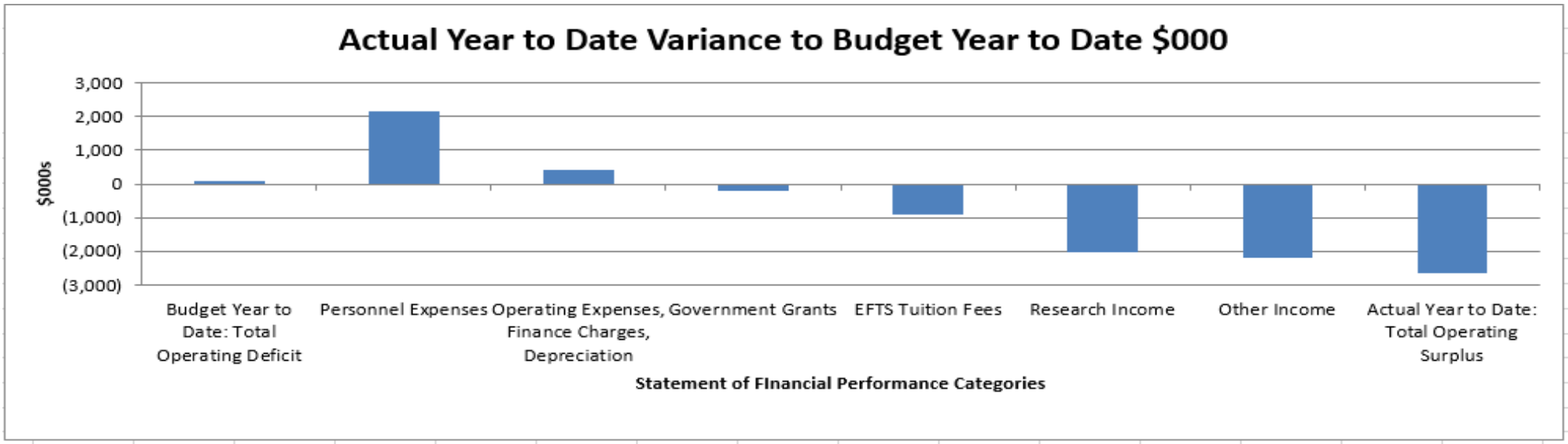
	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Cash Cover in months	> 1.5	13.8	12.3	6.3	6.8	2.4
		Ok	Ok	Ok	Ok	n/a

This ratio does not take into account the significant capital programme currently in hand.

Financial Statements

Total Operating Surplus/ (Deficit) Variances to Budget: March 2019





Statement of Financial Performance for period ending March 2019

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Previous Year Actual Year to Date $000	Full Year Budget $000	Full Year Forecast 2019 $000	Full Year Forecast 2020 $000
OPERATING INCOME							
Government Grants							
SAC Student Achievement Component [1]	30,473	30,491	(18)	31,893	129,988	131,150	138,211
Other Government Grants	1,328	1,513	(185)	1,535	7,322	7,759	7,756
Total Government Grants	**31,801**	**32,004**	**(203)**	**33,428**	**137,310**	**138,909**	**145,967**
EFTS Tuition Fees							
Student Tuition Fees Full Paying	10,276	11,274	(998)	9,107	52,901	48,386	54,906
Student Tuition Fees Domestic Fee Paying	18,165	18,165	0	16,810	77,932	78,536	83,543
Student Tuition Fees Other	176	97	79	289	414	372	385
Total EFTS Tuition Fees	**28,617**	**29,536**	**(919)**	**26,206**	**131,247**	**127,294**	**138,834**
Research Related Income							
Research excluding PBRF	8,834	10,849	(2,015)	8,914	44,308	44,275	42,174
PBRF Income	7,544	7,544	0	7,533	30,178	30,178	30,178
Total Research Income including PBRF	**16,378**	**18,393**	**(2,015)**	**16,447**	**74,486**	**74,453**	**72,352**
Other Income							
Interest Income	2,370	2,368	2	2,455	7,668	8,800	4,500
Student Services Levy	2,712	2,714	(2)	2,382	10,452	10,429	11,000
Sundry Income	6,547	8,741	(2,194)	6,154	30,011	31,139	28,161
Total Other Income	**11,629**	**13,823**	**(2,194)**	**10,991**	**48,131**	**50,368**	**43,661**
TOTAL OPERATING INCOME	**88,425**	**93,756**	**(5,331)**	**87,072**	**391,174**	**391,024**	**400,814**
OPERATING EXPENDITURE							
Personnel Expenses							
Academic Continuing	17,984	18,198	214	16,669	74,598	74,065	77,852
Academic Temporary	3,922	4,300	378	3,571	18,209	18,892	19,032
General Staff Continuing	17,740	18,943	1,203	17,902	76,918	74,512	76,619
General Staff Temporary	3,734	2,981	(753)	3,181	12,228	14,440	14,035
Other Personnel Expenses	1,610	2,741	1,131	1,882	13,209	12,556	14,042
Total Personnel Expenses	**44,990**	**47,163**	**2,173**	**43,205**	**195,162**	**194,465**	**201,580**
Operating Expenses	31,591	31,580	(11)	30,259	131,450	133,172	134,015
Finance Charges	852	847	(5)	858	4,460	4,470	500
Depreciation	13,655	14,068	413	12,543	58,022	55,503	57,055
TOTAL OPERATING EXPENDITURE	**91,088**	**93,658**	**2,570**	**86,865**	**389,094**	**387,610**	**393,150**
NET SURPLUS/(DEFICIT)	**(2,663)**	**98**	**(2,761)**	**207**	**2,080**	**3,414**	**7,664**

[1] UC can claim an extra 2% or $2.592 million above the TEC SAC Plan. UC is forecasting to claim $1.538 million. This leaves $1.054 million before the 2% threshold is reached.

Statement of Financial Position as at March 2019

	Actual Year to Date $000	Budget Year to Date $000	*Actual Year to Date Variance to Budget*		Previous Year Actual Year to Date $000	Full Year Budget $000	Forecast 2019 $000
			$000	***%***			
Cash/Short Term Investments	357,211	327,020	30,191	*9.2%*	312,415	173,363	188,662
Trade Debtors	8,281	8,793	(512)	*(5.8%)*	7,504	5,816	6,040
Other Current Assets	31,783	28,767	3,016	*10.5%*	26,845	36,078	34,899
Total Current Assets	397,275	364,580	32,695	*9.0%*	346,764	215,257	229,601
Trade Creditors	3,949	5,213	1,264	*24.3%*	5,756	6,352	6,719
Other Current Liabilities	215,091	214,043	(1,048)	*(0.5%)*	148,339	89,467	85,103
Total Current Liabilities	219,040	219,256	216	*0.1%*	154,095	95,819	91,822
Working Capital	178,235	145,324	32,911	*22.6%*	192,669	119,438	137,779
Term Assets	1,312,865	1,346,418	(33,554)	*(2.5%)*	1,289,263	1,374,445	1,508,913
Term Liabilities	53,302	54,375	1,074	*2.0%*	102,345	53,875	52,098
Net Assets	**1,437,798**	**1,437,367**	**431**	***0.0%***	**1,379,587**	**1,440,008**	**1,594,594**
Represented by:							
Community Equity	1,156,187	1,156,730	(543)	*(0.0%)*	1,101,215	1,159,371	1,162,983
Student Service Levy Capital Reserve	10,320	10,176	144	*1.4%*	7,911	10,176	10,320
General Equity	1,166,507	1,166,906	(399)	*(0.0%)*	1,109,126	1,169,547	1,173,303
Revaluation Reserves	271,291	270,461	830	*0.3%*	270,461	270,461	421,291
Total Equity	**1,437,798**	**1,437,367**	**431**	***0.0%***	**1,379,587**	**1,440,008**	**1,594,594**

Statement of Cash Flows for period ending March 2019

	Actual Year to Date $000	Budget Year to Date $000	Previous Year Actual Year to Date $000	Full Year Budget $000	Forecast 2019 $000
OPERATING ACTIVITIES					
Cash Provided From:					
Government Grants	41,375	41,714	40,961	167,488	169,087
Tuition Fees	99,994	104,224	92,417	131,247	127,294
Other Revenue	18,037	16,707	17,473	84,771	85,843
Interest Received	2,286	3,189	4,687	7,982	9,573
Total Cash Provided from Operating Activities	**161,692**	**165,834**	**155,538**	**391,488**	**391,797**
Cash Applied To:					
Personnel Expenses	44,003	44,523	47,577	194,501	193,805
General Expenses	32,769	28,829	30,042	125,450	129,872
Interest Paid	0	0	0	3,903	3,903
Net GST Movement	(2,144)	(1,083)	(1,083)	(588)	(588)
Total Cash Applied to Operating Activities	**74,628**	**72,269**	**76,536**	**323,266**	**326,992**
Net Cash Provided from/ (Applied to) Operating Activities	**87,064**	**93,565**	**79,002**	**68,222**	**64,805**
INVESTING ACTIVITIES					
Cash Provided From:					
Proceeds from disposal of Fixed Assets	0	0	0	0	0
Proceeds from disposal of Investments	0	0	0	0	0
Insurance reimbursements (Earthquake)	0	0	0	0	0
Maturity of Deposits	0	0	0	0	0
Total Cash Provided from Investing Activities	**0**	**0**	**0**	**0**	**0**
Cash Applied To:					
Purchase of Fixed Assets	20,969	45,345	19,186	123,627	117,227
Deposits with terms >12months	0	0	0	0	0
Purchase of Investments	0	0	0	0	0
Total Cash Applied to Investing Activities	**20,969**	**45,345**	**19,186**	**123,627**	**117,227**
Net Cash Provided from/ (Applied to) Investing Activities	**(20,969)**	**(45,345)**	**(19,186)**	**(123,627)**	**(117,227)**
FINANCING ACTIVITIES					
Cash Provided from:					
Loans	0	0	0	0	0
Capital Contributions	0	0	0	0	0
Total Cash Provided from Financing Activities	**0**	**0**	**0**	**0**	**0**
Cash Applied To:					
Repayment of Loans	0	0	0	50,032	50,032
Crown Repayment	0	0	0	0	0
Total Cash Applied to Financing Activities	**0**	**0**	**0**	**50,032**	**50,032**
Net Cash Provided from/ (Applied to) Financing Activities	**0**	**0**	**0**	**(50,032)**	**(50,032)**
Change in Cash	66,095	48,220	59,816	(105,437)	(102,454)
Opening Cash Balance	291,116	278,800	252,599	278,800	291,116
Closing Cash Balance	**357,211**	**327,020**	**312,415**	**173,363**	**188,662**

Financial Statements Commentary: March 2019

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
SAC Student Achievement Component	30,473	30,491	(18)	(0.1%)	129,988	131,150

Not a significant variance year to date. UC can claim an extra 2% or $2,592,252 above the TEC SAC Plan, UC is forecasting to claim $1,537,851, this leaves $1,054,400 before the 2% threshold is reached.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Other Government Grants	1,328	1,513	(185)	(12.3%)	7,322	7,759

This unfavourable variance is largely due EDPlus contract income.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Student Tuition Fees Full Paying	10,276	11,274	(998)	(8.8%)	52,901	48,386

The University forecasts a tuition deficit against Budget ($4.5m), (8.5%) and International EFTS shortfall to Budget by (139) EFTS, (6.9%). This deficit is comprised of College of Business & Law (89) EFTS, (10.7%) unfavourable, College of Science (22) EFTS, (10.3%) unfavourable, College of Education, Health and Human Development (7) EFTS, (3.6%) unfavourable, College of Engineering (27) EFTS, (4.4%) unfavourable, partially offset by College of Arts 5 EFTS, 2.8%. Overall, the unfavourable variance in International Fees of (8.5%) is lower compared to the unfavourable variance in EFTS of (6.9%), suggesting, on average, enrolments in lower price bands, or fewer enrolments in the higher priced courses.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Student Tuition Fees Domestic Fee Paying	18,165	18,165	0	0%	77,932	78,536

The University forecasts a tuition + SAC funding surplus against Budget $1.8m, 0.8% and Domestic EFTS to exceed Budget by 117 EFTS, 0.9%. This surplus is comprised of College of Business & Law 90 EFTS, 3.8% favourable, College of Science 31 EFTS, 1.4% favourable, College of Engineering 34 EFTS, 0.9% favourable, College of Arts 8 EFTS, 0.3% favourable, and Service Units 21 EFTS, 16.2% favourable, fully offsetting College of Education, Health and Human Development (68) EFTS, (3.5%) unfavourable. Overall, the favourable Domestic Fees of 0.8% is lower compared to the favourable variance in EFTS of 0.9%, suggesting, on average, enrolments in lower price bands, or fewer enrolments in the higher priced courses.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Student Tuition Fees Other	176	97	79	81.3%	414	372

This favourable variance is largely due to College of Engineering income not budgeted.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Research Excluding PBRF	8,834	10,849	(2,015)	(18.6%)	44,308	44,275

This unfavourable variance is largely due to research external income coming from DVC (QuakeCore), College of Engineering (MBIE), Research Institutes, and College of Science.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
PBRF Income	7,544	7,544	0	0%	30,178	30,178

No variance to explain.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Interest	2,370	2,368	2	0.1%	7,668	8,800

Not a significant variance year to date. The forecast reflects higher forecast interest income due to the higher forecast cash position.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Student Services Levy	2,712	2,714	(2)	(0.1%)	10,452	10,429

Not a significant variance year to date.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Sundry Income	6,547	8,741	(2,194)	(25.1%)	30,011	31,139

The main unfavourable variance is coming from income from UCF/ Trusts (non-research). This is mainly in Financial Services ($0.400) million relating to the Arts Centre; Student Services ($0.233) million; College of Engineering ($0.220) million; DVC ($0.118) million. A receipt of $1.086 million relating to the deal with FENZ for the old Communication Disorders site on Montana Ave has been phased into the budget for March, however, this is now expected in April. There are unfavourable variances in DVC (royalties ($0.301) million and consultancy income ($0.450) million). These unfavourable variances have been partially offset with a favourable variance in consultancy income in College of Engineering of $0.504 million.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Academic Continuing	17,984	18,198	214	1.2%	74,598	74,065

Not a significant variance.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Academic Temporary	3,922	4,300	378	8.8%	18,209	18,892

The main favourable variance is coming from College of Arts $0.139 million and College of Education, Health and Human Development $0.101 million.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
General Staff Continuing	17,740	18,943	1,203	6.4%	76,918	74,512

The favourable variance is across most areas and some of this will be as a result of the trade union negotiations. This saving has been reflected in the full year forecast.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
General Staff Temporary	3,734	2,981	(753)	(25.3%)	12,228	14,440

This unfavourable variance is mainly coming from all colleges ($0.527) million and Student Services ($0.295) million.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Other Personnel Expenses	1,610	2,741	1,131	41.3%	13,209	12,556

The main unfavourable variance is due to leave provision and is mainly in the colleges ($0.838 million). This is thought to be timing related and has not been reflected in the forecast.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Operating Expenses	31,591	31,580	(11)	0%	131,450	133,172

The main favourable variances in the Colleges are in the College of Business and Law $0.683 million (scholarships , travel and conference costs, consultancy expense, teaching and research aids, promotional activities, and assets purchases < $2500 (excluding computer equipment)), College of Science $0.488 million (mainly in research extraordinary expenses and is a timing issue related to the Synchrotron subscription) and College of Education, Health and Human Development $0.413 million (mainly in outsourcing contracts and scholarships). These favourable variances have been partially offset with an unfavourable variance of ($0.895) million College of Engineering (mainly scholarships).

The main unfavourable variance in the service and support departments is in Student Services ($4.372) million. Year to date actuals include a $3.2 million accrual for central scholarships and $1.9 million commission fees based on the current liability. This was phased in the budget in April (based on when we pay) and so is a timing difference. This unfavourable variance has been partially offset with favourable variances in all other services units, particularly DVC $1.885 million (contract research and consultancy expense) and Learning Resources $1.057 million (asset purchases < $2,500 (excl. computer equip), consultancy expenses, and publications/ electronic data purchased).

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Finance Charges	852	847	(5)	(0.6%)	4,460	4,470

Not a significant variance.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Depreciation	13,655	14,068	413	2.9%	58,022	55,503

Not a significant variance year to date. However, the full year forecast has been reduced mainly due to buildings. The budget has been calculated using a blended rate for building depreciation. However, as more transactions (mainly related to Rehua) are capitalised with the actual rates applicable for each category (structure, fitout, structure, and services) the calculated forecast deprecation has reduced.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Net Cash Provided from/ (applied to) Operating Activities	87,064	93,565	(6,501)	(6.9%)	68,222	64,805

Actual year to date is lower than budget due to less cash received from tuition fees and government grants and more cash paid for general expenditure.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Net Cash Provided from/ (applied to) Investing Activities	(20,969)	(45,345)	23,729	53.8%	(123,627)	(117,227)

Actual year to date is lower than budget due to less cash capital expenditure. The full year forecast was reduced by $6.4 million in February relating to reduced capital spend on RRSIC due to the Fletchers settlement being in December 2018 but budgeted for in 2019.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Net Cash Provided from/ (applied to) Financing Activities	0	0	0	0%	(50,032)	(50,032)

Not a significant variance.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Cash and Short Term Investments	357,211	327,020	30,191	9.2%	173,363	188,662

The March 2019 cash position is $30.191 million more than budget due largely to a higher than expected opening cash balance and lower capital spend. The forecast has been updated to reflect the higher than expected opening cash balance, $6.4 million less capital spend, and lower forecast operation spend.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Total Current Assets	397,275	364,580	32,695	9.0%	215,257	229,601

This favourable variance is mainly due to the cash and short term investments variance as explained above.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Total Current Liabilities	219,040	219,256	216	0.1%	95,819	91,822

Not a significant variance year to date. The current year to date balance includes the $50 million philanthropic bond that is due to be repaid in December and student fees received in advance.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Working Capital	178,235	145,324	32,911	22.6%	119,438	137,779

This is largely due to the total current assets variance as explained above.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Term Assets	1,312,865	1,346,418	(33,554)	(2.5%)	1,374,445	1,508,913

This unfavourable variance is mainly a result of a lower opening balance (due to less actual capital spend in 2018 than considered at the time the budget was set) and reduced capital spend against the current year to date budget. The forecast has been updated to reflect the lower than expected opening cash balance, $6.4 million less capital spend, and the forecast capital revaluations due as at 31 Dec 2019. Capital revaluations are not considered in the budget as a general rule. This is forecast to be an increase of $150M.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Term Liabilities	53,302	54,375	1,074	2.0%	53,875	52,098

Not a significant variance.

	Actual Year to Date $000	Budget Year to Date $000	Actual Year to Date Variance to Budget $000	Actual Year to Date Variance to Budget %	Full Year Budget $000	Full Year Forecast 2019 $000
Capital Expenditure	23,247	45,345	22,098	48.7%	123,627	117,227

Capital expenditure is $22.098 million below budget. $19.826 million of the variance in expenditure is related to the UC futures projects, against a year to date budget of $25.791 million. The remaining capital spend (excluding UC Futures) is favourable by $2.272 million, against a year to date budget of $19.554 million.

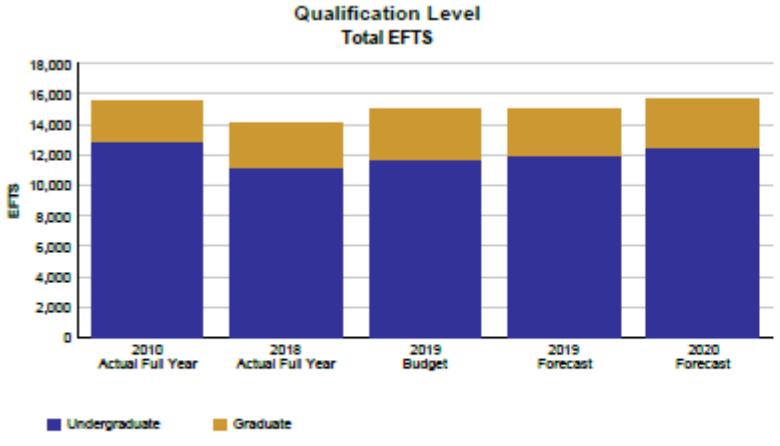
Capital Expenditure by Activity: March 2019

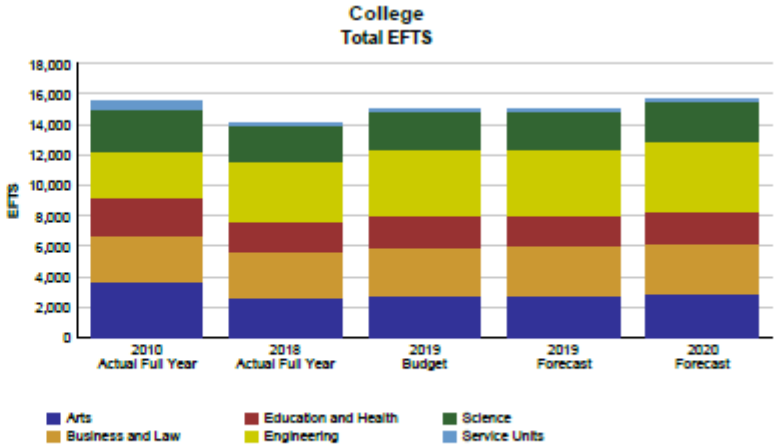
	Actual Year to Date $000s	Budget Year to Date $000s	Variance Year to Date $000s	Budget Full Year $000s	% Spent	Forecast 2018 $000
Director of Learning Resources	14,948	16,720	1,772	76,011	20%	76,011
Deputy Vice-Chancellor	784	1,236	452	6,776	12%	6,700
College of Business and Law	63	109	46	374	17%	374
College of Engineering	1,141	1,051	(90)	4,203	27%	4,203
Total Other Activities	348	438	90	3,800	9%	3,800
Sub Total (excluding Earthquake and UC Futures Related Activities)	**17,284**	**19,554**	**2,270**	**91,164**	**19%**	**91,088**
Earthquake Related Activities	(2)	0	2	0	0%	0
UC Futures Related Activities	5,965	25,791	19,826	32,463	18%	26,139
Grand Total	**23,247**	**45,345**	**22,098**	**123,627**	**19%**	**117,227**

The table above shows those activities with the most significant year to date actual variance to budget (favourable or unfavourable). All other activities are included within 'Total Other Activities'.

EFTS SUMMARY

Total EFTS: March 2019

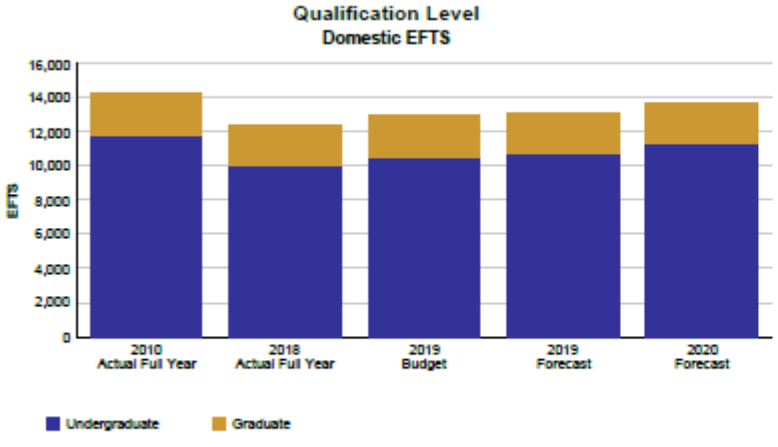


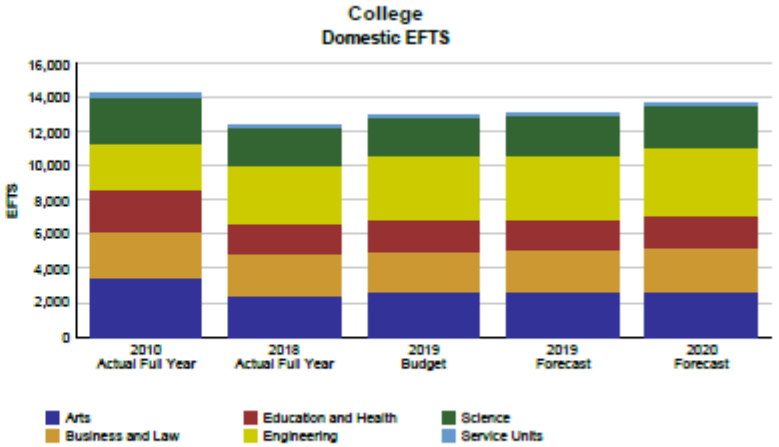


	2010	2018	2019					2020
	Actual Full Year	Actual Full Year	Actual YTD	Budget	Forecast	Fcast vs Budget	Fcast as % of Budget	Forecast
Arts	3,634	2,603	2,501	2,764	2,776	12	0.4%	2,899
Business and Law	3,030	3,060	2,876	3,202	3,203	2	0.1%	3,300
Education and Health	2,601	1,977	1,926	2,114	2,039	-75	-3.5%	2,120
Engineering	2,967	3,915	4,025	4,300	4,307	7	0.2%	4,608
Science	2,835	2,384	2,349	2,479	2,489	10	0.4%	2,584
Service Units	427	130	88	132	154	21	16.3%	159
Total	**16,484**	**14,089**	**13,786**	**14,880**	**14,868**	**-22**	**-0.1%**	**16,871**
Undergraduate	12,867	11,137	11,222	11,751	11,943	192	1.6%	12,515
Graduate	2,627	2,932	2,543	3,239	3,025	-214	-6.6%	3,156
Total	**16,484**	**14,089**	**13,786**	**14,880**	**14,868**	**-22**	**-0.1%**	**16,871**

Qualification Level: Undergraduate excludes Graduate Diplomas which are grouped with Graduate Qualifications.

Domestic EFTS: March 2019



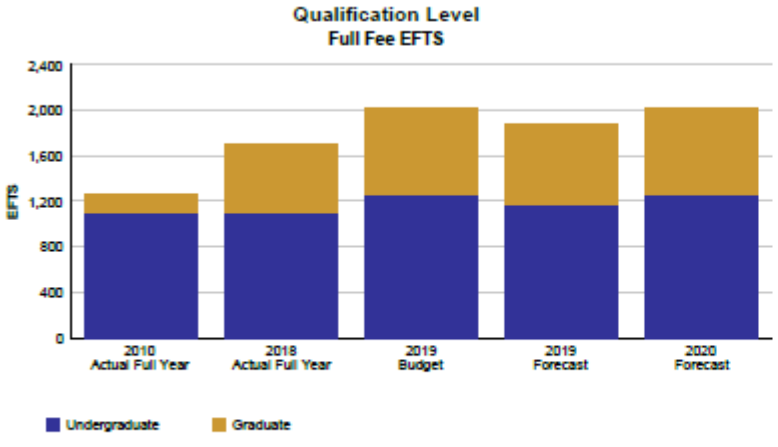


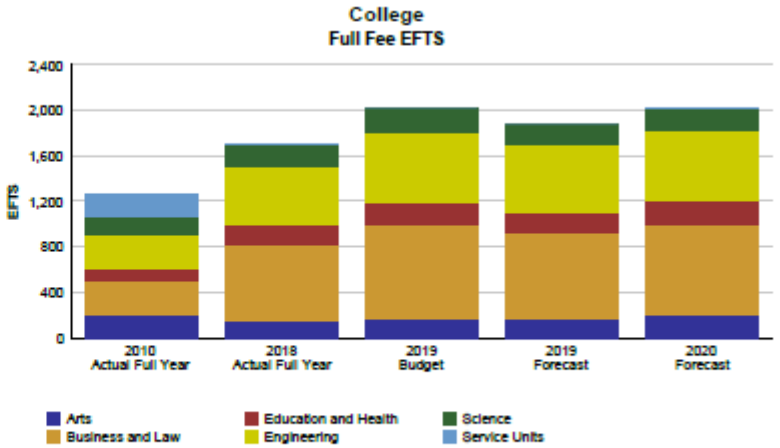
	2010	2018	2019					2020
	Actual Full Year	Actual Full Year	Actual YTD	Budget	Forecast	Fcast vs Budget	Fcast as % of Budget	Forecast
Arts	3,433	2,450	2,362	2,592	2,600	8	0.3%	2,698
Business and Law	2,721	2,402	2,265	2,373	2,463	90	3.8%	2,509
Education and Health	2,507	1,801	1,751	1,920	1,853	-68	-3.5%	1,913
Engineering	2,671	3,401	3,520	3,685	3,719	34	0.9%	3,983
Science	2,666	2,183	2,190	2,270	2,301	31	1.4%	2,385
Service Units	229	130	88	132	153	21	16.2%	159
Total	**14,228**	**12,388**	**12,176**	**12,872**	**13,088**	**117**	**0.9%**	**13,648**
Undergraduate	11,759	10,036	10,250	10,500	10,780	280	2.7%	11,264
Graduate	2,469	2,329	1,925	2,472	2,309	-163	-6.6%	2,384
Total	**14,228**	**12,388**	**12,176**	**12,872**	**13,088**	**117**	**0.9%**	**13,648**

Domestic Fee Students: These students pay Domestic fee rates and are normally eligible for SAC funding. Domestic students are usually New Zealand citizens, permanent residents, or Australian citizens. International PhD students, who reside in New Zealand, are also eligible for SAC funding and pay fees at Domestic rates. Some Domestic students are not eligible for SAC, for example STAR (High School) students and PhD students who have exceeded the 4 EFTS funding limit.

Qualification Level: Undergraduate excludes Graduate Diplomas which are grouped with Graduate Qualifications.

Full Fee EFTS: March 2019



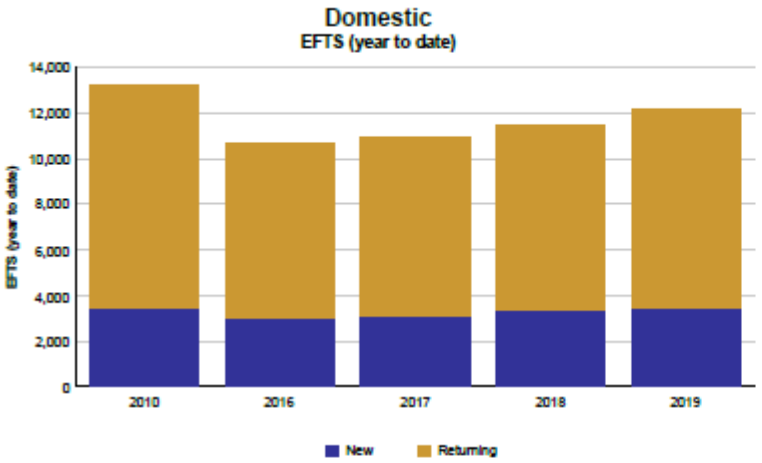


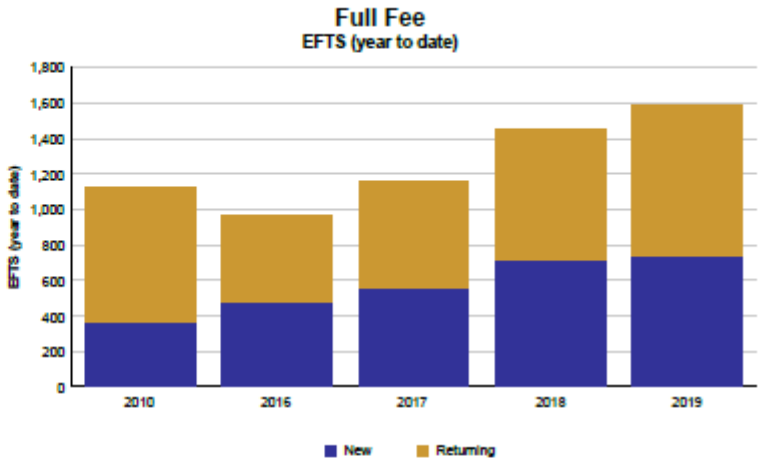
	2010	2018	2019					2020
	Actual Full Year	Actual Full Year	Actual YTD	Budget	Forecast	Fcast vs Budget	Fcast as % of Budget	Forecast
Arts	201	153	139	172	176	5	2.8%	201
Business and Law	309	659	611	829	740	-89	-10.7%	791
Education and Health	94	176	175	194	187	-7	-3.6%	207
Engineering	295	515	505	615	588	-27	-4.4%	625
Science	169	201	160	210	188	-22	-10.3%	198
Service Units	198	0	0	0	0	0	/0	0
Total	**1,287**	**1,704**	**1,680**	**2,019**	**1,879**	**-139**	**-8.9%**	**2,022**
Undergraduate	1,109	1,101	972	1,252	1,163	-88	-7.0%	1,250
Graduate	158	603	618	767	716	-51	-6.7%	772
Total	**1,287**	**1,704**	**1,680**	**2,019**	**1,879**	**-139**	**-8.9%**	**2,022**

Full Fee (International fee) Paying Student: Students who pay international tuition fees are those who don't qualify for domestic fee rates (see domestic fee paying notes for more detail). International/Full fee paying students do not attract SAC funding (until 2019 Master's thesis students attracted a small amount of SAC funding). Most International PhD students qualify for domestic tuition fees so are included with Domestic fee paying students (i.e. excluded from above). PBRF thesis completion funding apply equally to both domestic and international fee paying students.

Qualification Level: Undergraduate excludes Graduate Diplomas which are grouped with Graduate Qualifications.

New to UC and Returning Trends: March 2019





88

EFTS (year to date)	Domestic				
	2010	2016	2017	2018	2019
New	3,492	3,018	3,082	3,391	3,502
Returning	9,734	7,618	7,874	8,074	8,673
Total	**13,226**	**10,636**	**10,956**	**11,466**	**12,175**

EFTS (year to date)	Full Fee				
	2010	2016	2017	2018	2019
New	371	479	553	721	736
Returning	750	485	609	727	854
Total	**1,121**	**964**	**1,162**	**1,448**	**1,590**

1. A 'New to UC' student is a student who has never enrolled with UC before. 'New to UC' will include new postgraduate students in addition to new undergraduates. 'New to UC' should not be confused with 'stage one' or 'fresher' students.
2. Numbers compare year to date EFTS
3. 2010 has been included as a pre-quake yardstick.

SAC Guarantee Value: March 2019

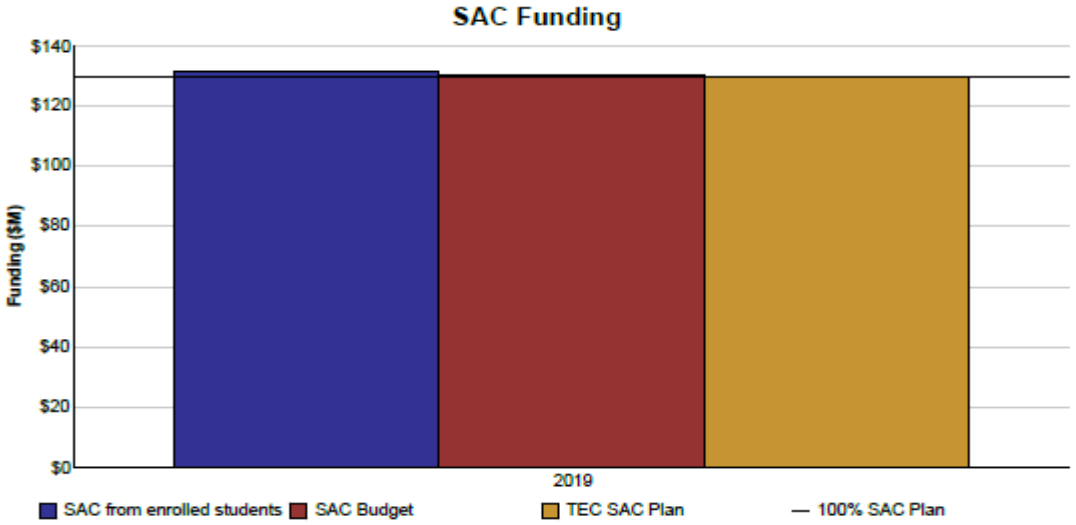
SAC Rule Summary:

SAC Guarantee Ends: UC had a SAC guarantee in place from Jan-2010 to Dec-2018.

Each year TEC agrees SAC funding with each University, this is called the 'TEC SAC Plan'.

If UC exceeds its TEC SAC Plan we can claim an extra 2% above our TEC SAC Plan. Funding above 102% of our TEC SAC Plan is at TEC's discretion.

TEC will also seek to recover SAC if UC does not achieve 99% of our TEC SAC Plan. The 1% tolerance applies to any enrolment level, for example if UC achieved 90% of our TEC SAC Plan, we could retain 91%.



	Budget	Forecast
TEC Budget (SAC Plan)	$129,612,583	$129,612,583
% of SAC Plan	100.3%	101.2%
SAC from enrolled students	$129,987,622	$131,150,435
SAC Plan Gap $ (Under)/Over	$375,039	$1,537,851
Extra SAC to be claimed (up to 102%)*	$375,039	$1,537,851
Potentially unfunded enrolled students (over 102%)	$0	$0

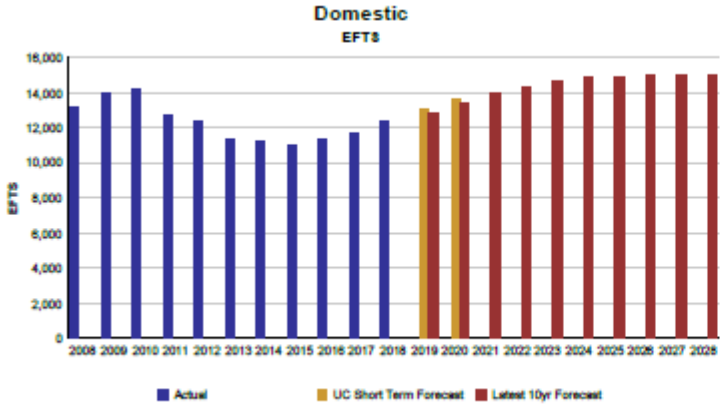
* UC can claim an extra 2% or $2,592,252 above the TEC SAC Plan, UC is forecasting to claim $1,537,851, this leaves $1,054,400 before the 2% threshold is reached.

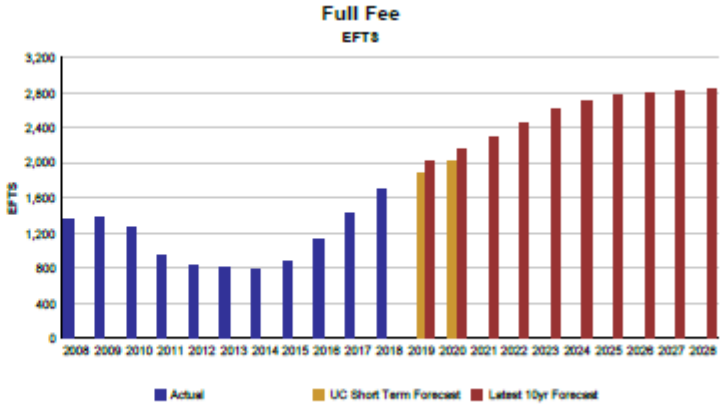
Technical Notes:

To qualify for the extra 2% SAC funding universities need to keep their course completions above 70%, UC consistently has course completions rates in the high 80's.

From 2019 International Masters Thesis students no longer attract any SAC funding (previously Universities could claim a reduced amount of SAC for these students), in 2018 UC's calculated SAC from International Masters Thesis students was $120k.

UC 10 Year Forecast: March 2019





1. Latest 10yr Forecast is the: **2018 May Version Draft**
2. UC Short Term Forecasts: UC updates the current and next year forecasts on a monthly basis. The 10 year forecast is updated annually.

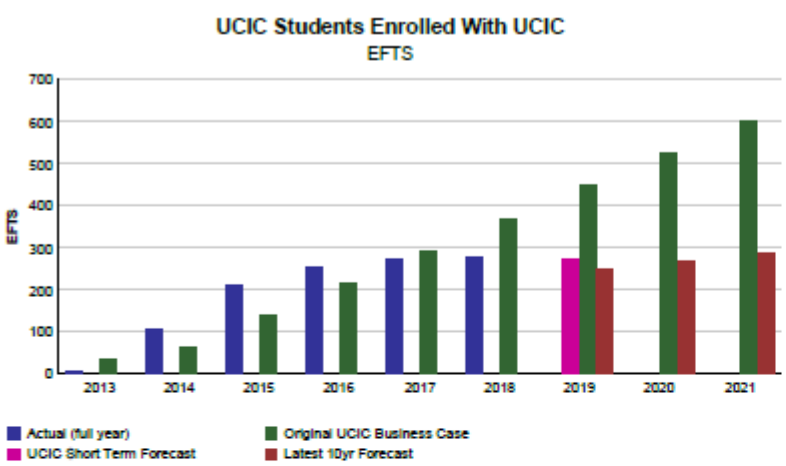
EFTS		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Domestic	Actual	11,358	11,871	12,366										
	UC Short Term Forecast				13,089	13,648								
	Latest 10yr Forecast				12,870	13,421	13,955	14,383	14,664	14,831	14,913	14,950	14,965	14,970

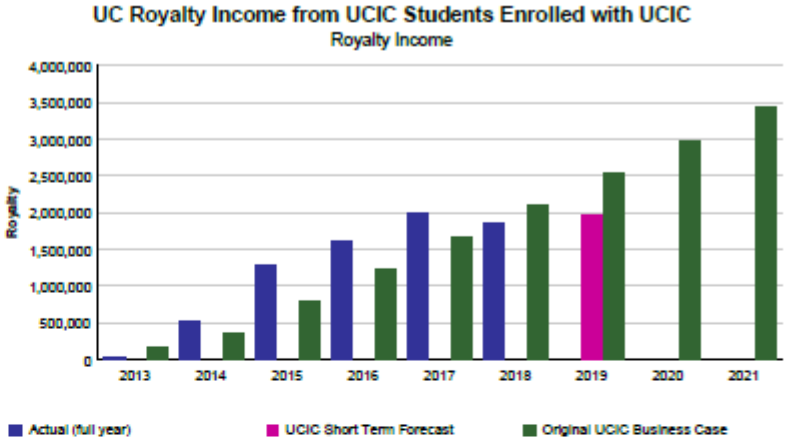
EFTS		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Full Fee	Actual	1,134	1,418	1,704										
	UC Short Term Forecast				1,879	2,022								
	Latest 10yr Forecast				2,005	2,156	2,293	2,448	2,613	2,713	2,760	2,796	2,823	2,848

EFTS		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Total	Actual	12,492	13,089	14,069										
	UC Short Term Forecast				14,968	15,671								
	Latest 10yr Forecast				14,875	15,577	16,248	16,811	17,277	17,544	17,673	17,746	17,788	17,817

06

UCIC Long Term Forecast: March 2019





1. The Original UCIC Business Case (2013-2021) approved by SMT/ Council in 2012.
2. Latest 10yr Forecast is the: **2018 May Version Draft**

EFTS	2013	2014	2015	2016	2017	2018	2019	2020	2021
Actual (full year)	3	105	206	250	272	274			
UCIC Short Term Forecast							271		
Original UCIC Business Case	30	60	137	214	291	368	445	522	600
Latest 10yr Forecast							248	265	287

1. The Original UCIC Business Case (2013-2021) approved by SMT/Council in 2012 for $65M income over 10 years.

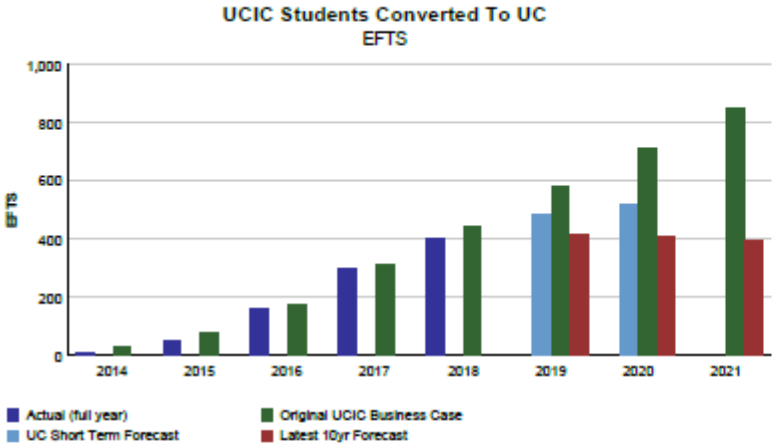
Royalty	2013	2014	2015	2016	2017	2018	2019	2020	2021
Actual (full year)	23,948	529,327	1,276,272	1,609,573	1,995,575	1,845,391			
UCIC Short Term Forecast							1,962,106		
Original UCIC Business Case	171,391	342,783	782,687	1,222,591	1,662,496	2,102,400	2,542,304	2,982,209	3,427,826

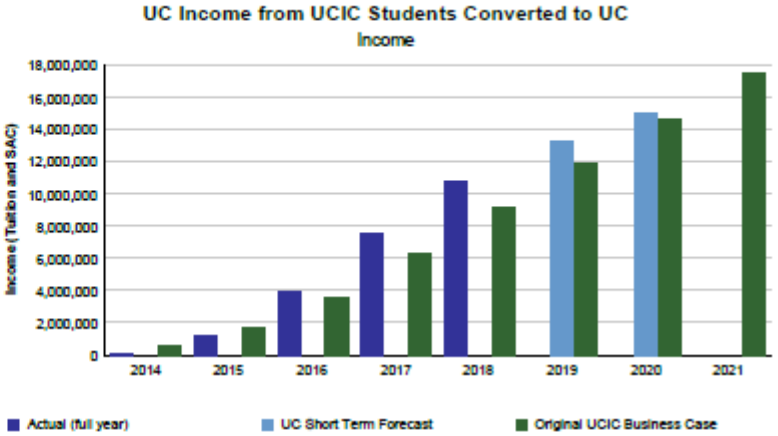
Commentary:

EFTS are projected to be below the 2012 Business Case, mainly due to unexpected changes to NZQA language visa requirements.

UCIC/UC Partnership Agreement renewed in 2018 for a further 5 years.

UCIC Long Term Forecast (continued): March 2019





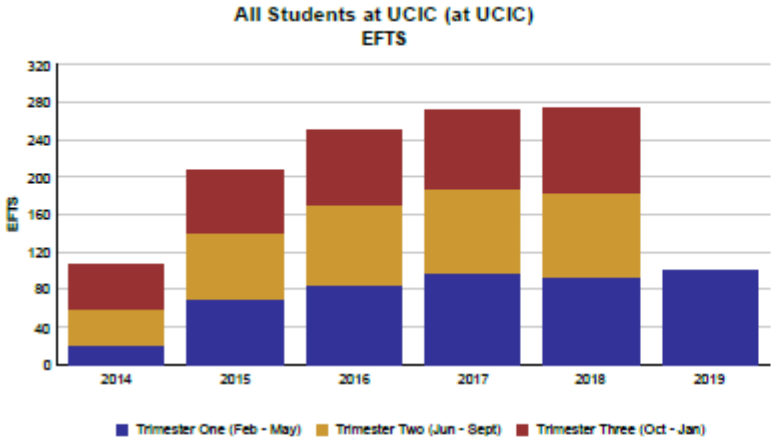
1. The Original UCIC Business Case (2013-2021) approved by SMT/ Council in 2012.
2. UC Short Term Forecasts: UC updates the current and next year forecasts on a monthly basis. The 10 year forecast is updated less frequently.

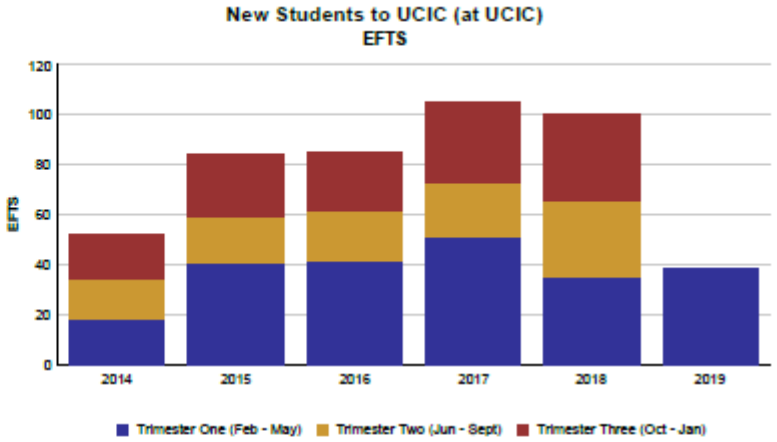
EFTS	2014	2015	2016	2017	2018	2019	2020	2021
Actual (full year)	5	46	160	295	403			
UC Short Term Forecast						481	515	
Original UCIC Business Case	27	80	174	310	445	580	715	851
Latest 10yr Forecast						415	405	395

1. The Original UCIC Business Case (2013-2021) approved by SMT/Council in 2012 for $65M income over 10 years.
2. Occasionally students change residency status and become SAC eligible.

Income (Tuition + SAC)	2014	2015	2016	2017	2018	2019	2020	2021
Actual (full year)	113,284	1,145,439	3,952,627	7,495,923	10,756,801			
UC Short Term Forecast						13,295,450	15,017,844	
Original UCIC Business Case	552,672	1,637,548	3,561,667	6,345,498	9,108,860	11,872,222	14,635,584	17,419,415

UCIC at UCIC: March 2019



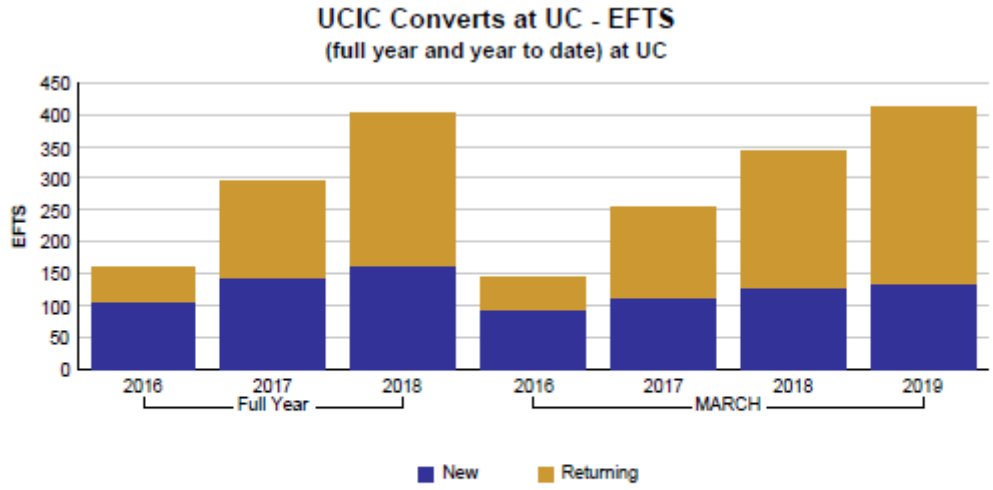


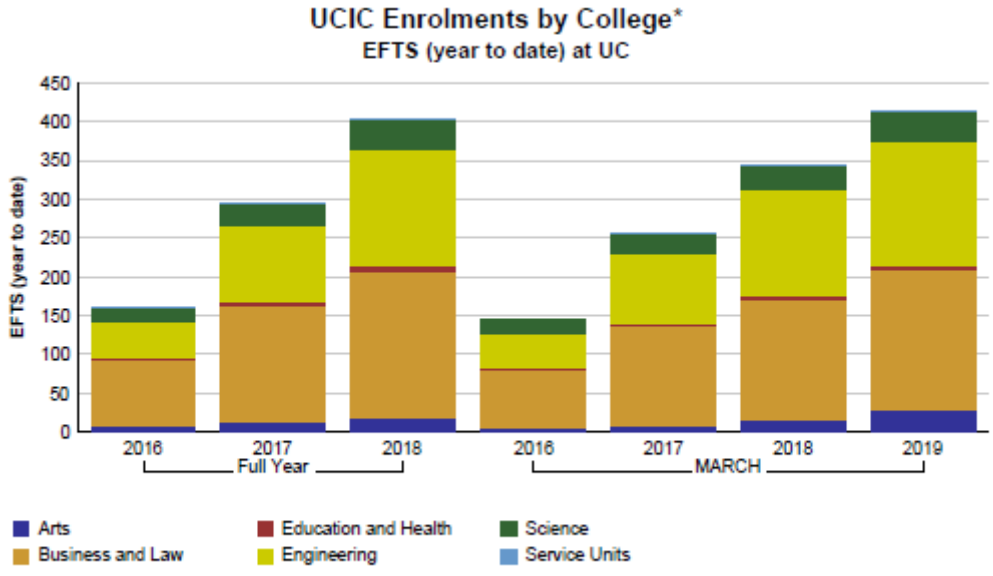
EFTS	2014	2015	2016	2017	2018	2019
Trimester One (Feb - May)	22	70	84	98	93	99
Trimester Two (Jun - Sept)	38	71	86	90	90	
Trimester Three (Oct - Jan)	46	66	80	85	90	
Total	**106**	**208**	**250**	**272**	**274**	**99**

UCIC year is made up of three trimesters
'New Students to UCIC' is a student who has never enrolled with UCIC before. Only counted as 'new' in their first trimester.

EFTS	2014	2015	2016	2017	2018	2019
Trimester One (Feb - May)	18	41	42	51	35	38
Trimester Two (Jun - Sept)	16	18	20	21	30	
Trimester Three (Oct - Jan)	17	25	23	32	34	
Total	**52**	**84**	**85**	**105**	**100**	**38**

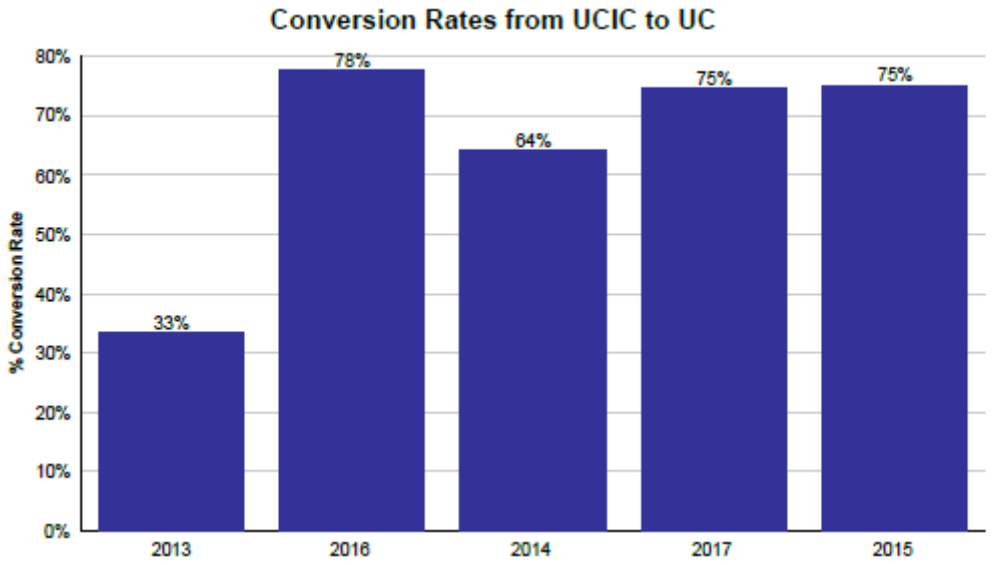
UCIC Converts to UC: March 2019





* College is based on teaching college rather than programme owning

UCIC Converts to UC (continued): March 2019



UCIC Start Year	Number who started with UCIC (excl Study Abroad)	Number who completed a UCIC programme	Number who converted to UC	% Conversion Rate to UC	Number who have completed a UC qualification (so far)
2013	9	4	3	33%	3
2014	139	95	89	64%	65
2015	215	166	161	75%	62
2016	216	175	168	78%	13
2017	271	206	202	75%	0

Note: Students who started at UCIC mid last year will not convert to UC until at least mid year, hence conversion will grow as the year progresses.

Footnote:
1. Average UCIC Preparatory Programme length is one year
2. Numbers above are headcount

Human Resources Summary

Statistical Summary – Annualised Rolling FTEs

Staffing

	UC Total			Total excl. Externally Funded		
	MAR-19	MAR-18	Change	MAR-19	MAR-18	Change
Full Time Equivalent (Annualised FTE):						
Continuing	1,476	1,455	21	1,471	1,451	20
Temporary	457	452	5	353	363	(10)
Total Annualised FTEs	**1,933**	**1,907**	**26**	**1,824**	**1,814**	**10**
Academic Continuing	549	519	30	548	519	29
General Continuing	827	834	(7)	824	831	(7)
Technical Continuing	100	102	(2)	99	101	(2)
Total Continuing Annualised FTEs	**1,476**	**1,455**	**21**	**1,471**	**1,451**	**20**

Glossary

Annualised FTE A rolling 12 month annualised FTE measure.

Worked hours in the last 12 months *divided by* Full time standard worked hours (37.5 hours x 52 weeks)

Benchmark Average 2017 data relating to the seven NZ Universities (excludes UOC).

Cash Cash and Short Term Investments

Cash Balance For the purposes of UC monthly reporting, 'cash balance' is defined as including bank-based deposits (including all term deposits) that the University has unrestricted use of. These could be represented either as cash balances or term deposits that could, if required, be converted into cash balances at short notice with the capital value being maintained.

Cash Cover (Free Cash Balance) An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. It measures the number of months average operating cash expenditure for the year would be covered by current cash holdings. The covenant was **no less than 1.5 months.**

Cash and Short Term Investments *divided by* (Total Expenses YTD excluding depreciation *divided by* number of months year to date)

Cash from Operating Activities An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. It measures the ability of an organization on a cash basis to cover expenditure flowing to its operating activities with the incomes flowing from the same activities. The covenant was **greater than 111%.**

Operating Cash Inflows *divided by* Operating Cash Outflows

Debt An obligation or liability

Debt/Debt plus Equity A Philanthropic Bond Trust Deed Covenant being **less than 25%.**

(Long Term Debt *plus* Short Term Debt) *divided by* (Long Term Debt *plus* Short Term Debt *plus* Equity)

Depreciation The systematic allocation of the depreciable amount of an asset over its useful life (Source: NZIAS16 Property, Plant and Equipment)

Domestic Fee Student These students pay Domestic Fee rates and are normally eligible for SAC funding. Domestic students are usually New Zealand citizens, permanent residents, or Australian citizens. International PhD students, who reside in New Zealand, are also eligible for SAC funding and pay fees at Domestic rates. Some Domestic students are not eligible for SAC, for example STAR (High School) students and PhD students who have exceeded the 4 EFTS funding limit.

EBITDA Earnings before interest, tax, depreciation and amortisation. EBITDA gives an indication of the current operational profitability of the business and is widely used when assessing the performance of a business.

Financing activities Activities that result in changes in the size and composition of the contributed equity and borrowings of the entity. (Source: NZIAS7 Statement of Cashflows)

Full Fee Paying Student Full Fee students do not qualify to pay domestic fee rates. Most full fee students do not attract SAC funding. Full Fee research students i.e. Master's Thesis do qualify for some SAC funding but at a reduced rate when compared to Domestic students.

Investing activities The acquisition and disposal of long-term assets and other investments not included in cash equivalents. (Source: NZIAS7 Statement of Cashflows)

MOE Ministry of Education

Net Debt Debt less Cash and Short Term Investments

Operating activities The principal revenue-producing activities of the entity and other activities that are not investing or financing activities. (Source: NZIAS7 Statement of Cashflows)

SAC Student Achievement Component

Total Borrowings/Total Assets An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. The covenant was **no greater than 25%**.

Philanthropic Bond Liability *divided by* (Current Assets *plus* Non-Current Assets)

Working Capital An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. Working Capital represents operating liquidity, i.e. the ability of the organization to cover current liabilities with its current assets. The covenant was **greater than 1.**

Current Assets *minus* Current Liabilities

TE POARI AKORANGA

ACADEMIC BOARD

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

RECOMMENDATIONS TO THE COUNCIL
FROM A MEETING OF THE ACADEMIC BOARD
HELD ON FRIDAY 12 APRIL 2019

The Academic Board met on Friday 12 April 2019 and recommends:

1. **That the Council note the report from the Academic Board**

2. **That the Council approve the following curricula developments and forward the proposals to CUAP and TEC for their noting or approval:**

    a. **The introduction of a Graduate Diploma in Journalism** *(for approval)*
    b. **The introduction of a Graduate Diploma in Strategic Communication** *(for approval)*
    c. **The deletion of the Graduate Diploma in Accountancy and Information Systems, the Graduate Diploma in Economics and the Graduate Diploma in Management** *(for noting)*
    d. **The introduction of the Bachelor of Youth and Community Leadership and the Certificate in Youth and Community Leadership** *(for approval)*
    e. **The introduction of the Master of Product Design and Postgraduate Certificate in Product Design** *(for approval)*
    f. **The introduction of the Master of Product Innovation and the Postgraduate Certificate in Product Innovation** *(for approval)*

Professor Ian Wright
Chair
Te Poari Akoranga – Academic Board

17 April 2019

UNIVERSITY OF CANTERBURY

REPORT OF THE ACADEMIC BOARD MEETING HELD ON

FRIDAY 12 APRIL 2019

TE POARI AKORANGA

The Academic Board reports for information the following matters that have been considered since the March 2019 meeting of the Board:

1. MATTERS ARISING

The Board received a full list of names of elected members from all Colleges following the result of recent elections.

2. THE VICE-CHANCELLOR'S REPORT

The Vice-Chancellor thanked members for the productive workshop on the academic strategy and for those who had subsequently sent her feedback which she welcomed. She took her report as read.

She thanked the Board for making her feel welcome at UC and said that her series of departmental visits was due to conclude by mid-year. She had not expected to deal with a crisis in her first term, however it had given her the opportunity to work closely with student leaders and staff and she had been gratified to see how the University had come together to support staff and students. A review of the response will take place to identify where improvements might take place. Following a question from the floor she confirmed that the review would include internal communication and lock down procedures and she suggested it was time to revisit the emergency procedure exercises on campus.

She noted that she was aware of the working group recommendations around the future role of the Academic Board, but suggested that these should be considered once there is a clearer view of the future academic strategy. She said that the role of the Board's sub-committees is crucial.

No further update had been received from the Minister about future relations with Lincoln University. She was due to meet the Minister in May. She noted two important strategies that were due to be released in July/August – the revised Tertiary Education Strategy and the Research and Innovation Strategy. She asked the Chair to update members about the PBRF outcome which was expected shortly. He said that the TEC would send individual academic data to UC's Research and Innovation Office on 29 April who would then send an email to each academic staff member involved. There was an opt-out system in place for those staff who did not wish to receive their results. On 30 April TEC would release a high level web summary for the whole sector, and the individual university could access relevant data via a TEC web portal which would be interrogated further.

A member asked whether mental health support would be available for staff who might receive disappointing results, particularly in the light of potential fragility after the mosque attacks. The Chair said that whilst there is support, this had not been explicitly raised, but he will take this point on board.

3. REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE

The Assistant Vice-Chancellor (Academic) spoke to the report and requested each Dean to speak to the curricula changes presented.

1. Graduate Diploma in Journalism

2. Graduate Diploma in Strategic Communication

The Acting Dean of Arts introduced Associate Dean Alison Holcroft who spoke to the proposals. She said that the Graduate Diplomas were companion qualifications to the Bachelor of Communication that had

been foreshadowed and strongly supported at the time of the BC's introduction. The original intention had been to have a single Graduate Diploma, but it became clear that this would be technically difficult and that marketing two named qualifications would be easier.

3. Graduate Diploma in Accountancy and Information Systems, Graduate Diploma in Economics and Graduate Diploma in Management

The Dean of Business noted that the Graduate Diploma in Commerce was now available as a route for students who had majored in these areas. There are no current enrolments in these diplomas.

4. Bachelor of Youth and Community Leadership and Certificate in Youth and Community Leadership

The Dean of Education and Health said that the interdisciplinary qualification had been in discussion since 2017 in line with the growing interest in community engagement, resilience and the work of the Student Volunteer Army. She acknowledged the support of colleagues from Business and Law and Arts during the consultation process. She said the range of potentially relevant courses had been large but that over 2018 these had been refined into coherent pathways. The qualification had a 150 point core and there were four new courses proposed to cement the degree. The introduction of majors had been considered, but the decision was taken to hold back on these to test where student interest would lie and additional student advice was in place. She thanked Jeanine Tamati-Ellis from the Office of the AVC (Māori) for her work on the graduate profile. The Pro Vice-Chancellor Science congratulated the College on the attractive degree.

5. Master of Product Design and Postgraduate Certificate in Product Design

Professor Conan Fee introduced the proposal. He said that the Master's degree was intended for design-rich graduates from a cognate discipline such as a Bachelor's of Product Design and that the Postgraduate Certificate will act as an exit qualification. The Master's is a 180 point qualification, with four taught courses, two compulsory and two to be chosen from the schedule of electives and a 120 point thesis. It will help form the pathway from a Bachelor's degree to a PhD.

6. Master of Product Innovation and Postgraduate Certificate in Product Innovation

Professor Fee said that this degree was intended for graduates without a Product Design background who had an idea for commercialisation. It was made up of 90 points of taught courses followed by a 90 point project and was not intended to form a pathway to PhD study. The postgraduate certificate was also intended as an exit qualification. Both degrees were intended for a 2021 start.

A member noted that the Master of Product Design included a course in the Ethics of Product Design and asked what consultation had taken place on this. Professor Fee said that the School of Product Design was rapidly growing and that a new member of staff had recently joined who had a particularly strong interest in this area and he was confident that he had wide networks. Further questions included why there was a need for two separate degrees and would it be possible for Master of Product Design students to learn to innovate. Professor Fee explained that the Master of Product Innovation was a terminating degree where the Master of Product Design might lead to further research and confirmed that innovation would be an important element in both degrees.

4. ACADEMIC REVIEW OF THE BACHELOR OF SCIENCE

The Dean of Science introduced the report by thanking the panel for their work. She said that the College were pleased with the report, that the recommendations would give an opportunity to enhance and strengthen the existing good practice. She noted that the panel had commended the work of support staff, the introduction of SCIE101 in support of the graduate attributes and the excellence in pedagogy and leadership being demonstrated in the BSc. The panel had suggested further development in the areas of curriculum, assessment, the graduate attributes and profile and monitoring student success, many of which were aspects that the College had in mind but this had affirmed the need to strengthen this work.

A member asked that the recommendation to reduce the 300 level BSc degree requirement to 75 points be put on hold as this had wider implications across the university. Another member suggested that the recommendation that there should be an increased proportion of majors including either a work-integrated learning experience or a community engagement experience should be implemented with care as there are

potential issues of equity of participation. It was agreed that both of these issues should be discussed in more detail at a future meeting of the Academic Administration Committee.

5. ETHICS REVIEW REPORT

The Assistant Vice-Chancellor (Academic) introduced the report by saying that this was the first review of the process for ten years. The review had been robust involving written submissions and interviews and she thanked Associate Professor Grimshaw for his feedback following the agenda release. The ethics two system review process at UC is admired by other universities but requires buy-in and resourcing and she acknowledged the need for further training for the committee members and education around consistency.

A member asked whether it would be possible to leave the consultation period on the review open for longer, and suggested that this was an area which the University should ensure it encourages and protects research and is mindful of the strong oral traditions in the Pacific. The Vice-Chancellor noted that the recommendations around privacy and access to information would be considered further by the Registrar's Office. It was agreed that the report should be left open for further comments and feedback in the next month.

6. REPORT FROM THE LIBRARY COMMITTEE

The Chair of the Library Committee introduced his report. He said he intended to ask Colleges how they wished to respond to the issues raised about e-book access and costs. These issues included third party vendors allowing only limited numbers of students to have simultaneous access to e-books and to printing from e-books and restrictions on access from portable devices, all of which created equity of access issues. Members also raised concerns about the cost of books and subscriptions, access to published material after students' graduate and how publishers target pricing mechanisms to different parts of the university. The Vice-Chancellor suggested that Library staff should hold workshops with academic staff to inform them of the choices available in particular subjects so they can choose the best fit for their students.

7. GENERAL BUSINESS

There was strong endorsement of a proposal by Professor Rudi Marquez that the Board send its congratulations to Canterbury Distinguished Professor Roy Kerr whose solutions to the equations describing rotating black holes have been proven correct by the recent first publication of an image of a black hole.

Professor Ian Wright
Chair
Te Poari Akoranga – Academic Board
17 April 2019

TEMPLATE 1
NEW QUALIFICATION 2019

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	**Graduate Diploma in Journalism (GradDipJour)**
Year of introduction	2021

EXECUTIVE SUMMARY

The Graduate Diploma in Journalism will be a companion qualification to the Bachelor of Communication and the Graduate Diploma in Strategic Communication (separate proposal). It was originally developed (and consulted on) as part of the Bachelor of Communication Proposal. The consultation for the Bachelor of Communication endorsed the inclusion of Journalism as a major within the Bachelor of Communication, but there was also very strong support from the media industry for the Graduate Diploma as a stand-alone substitute for the current Postgraduate Diploma in Journalism.

This proposal aims to make the Journalism courses in the Bachelor of Communication, available to graduates, within a named, stand-alone qualification. A small number of journalism places, over and above those available for the undergraduate degree, will be available to graduates who apply to enrol for the Graduate Diploma. Enrolments in the Graduate Diploma in Journalism are expected to come from UC graduates with other degrees, graduates from other universities and some international graduates with the required levels of English. It should be noted however that numbers are expected to be relatively small, - a maximum of perhaps five - as in any one year there will only be twenty-five places for both degree and graduate diploma students.

Treaty of Waitangi

The new Bachelor of Communication and the proposed Graduate Diplomas align with and advance the University's *Rautaki Whakawhanake Māori, Strategy for Māori Development.* They are designed to encourage Māori student recruitment and the emergence of Māori graduates as professionals in the communication field. Graduates with majors in MAOR or TREO will be able to use the Graduate Diploma to develop professional competence in journalism. This proposal, like the degree itself, is shaped by the University's bicultural commitment to Ngai Tahu and in particular, mana whenua, Te Ngāi Tūāhuriri. It responds to the iwi's desire to provide opportunities for taiohi (young people) to develop communication disciplines including both journalism and strategic communication, to ensure communication practitioners more generally understand its distinctive tikanga and mātauranga, and to strengthen its links in professional education with the university.

COMS 330 *Communication in Context* is a required course for both the Bachelor of Communication and both Graduate Diplomas. It supports bicultural competence and confidence in all graduates through the inclusion of the kaupapa. COMS 330 meets all seven kaupapa for Bicultural Confidence and Competence. (In the degree proposal for the Bachelor of Communication, COMS 330 is shown as meeting six of the seven kaupapa – it was not shown as meeting 3.2 The nature of Māori organizational structures. However, COMS 330, which will be taught for the first time in 2021, has evolved slightly over the last few months, and will include preparatory work on Learn and in tutorials as part of the preparation for the marae field trip.)

Goals of the Programme

The Graduate Diploma in Journalism aims to provide graduates with degrees in other areas – e.g. languages, Māori and Indigenous Studies, science, agriculture, commerce, fine arts, music – with a professional qualification in Journalism.

Outcome Statement

Graduates with a Graduate Diploma in Journalism will have built on their undergraduate degree by acquiring professional skills in journalism and will be equipped to work in the industry.

Graduate Profile and University graduate attributes

Graduates from the University of Canterbury with a Graduate Diploma in Journalism will have met the University's graduate attributes as part of their three- or four-year undergraduate degree. The Graduate Diploma will reinforce these attributes.

Graduate profile
Graduates with a Graduate Diploma in Journalism will:

Knowledge of ideas	
1. Have a working knowledge of local and global current affairs and an ability to critically evaluate news and current affairs coverage.	COMS 232, COMS 330, COMS 331
2. Have an understanding of the range and impact of laws and regulations restricting the media and journalists in New Zealand, including their underpinning key principles.	COMS 233
3. Have a critical understanding of ethical media practice.	COMS 232, COMS 233, COMS 330, COMS 331, COMS 332
4. Have a comprehension of and a commitment to the public service role of journalism in a democratic society	COMS 331, COMS 332
Skills	
5.Demonstrate organisation and time management skills, including an ability to work under pressure and meet deadlines.	PACE 295, COMS 330, COMS 331, COMS 332
6. Demonstrate strong research and investigative skills, including an ability to locate, critically evaluate, synthesise and analyse information from a range of sources using a range of tools.	COMS 331, COMS 332
7. Have a developing awareness of bi-cultural and	COMS 330, COMS 331, COMS 332

multi-cultural issues both nationally and internationally.	
8. Be able to effectively gather and research news independently and as part of a team.	COMS 331, COMS 332
9. Be able to write and edit journalism across a range of styles and platforms to recognised industry standards.	COMS 331, COMS 332
10. Be able to conduct interviews to a professional standard.	COMS 331, COMS 332
11. Be able to use digital, social, audio and visual technologies effectively for newsgathering, production and audience engagement.	COMS 331, COMS 332
12. Be able to critically evaluate journalism practice to ensure accurate, ethical and balanced reporting.	COMS 330, COMS 331, COMS 332
13. Be able to identify and act within ethical, legal and regulatory obligations.	COMS 233, COMS 330, COMS 331, COMS 332
14. Have experience of independent work in a professional setting.	PACE 295, COMS 331, COMS 332
15. Be able to gather, manage, analyse and publish both qualitative and quantitative data.	COMS 232, COMS 331, COMS 332
Attributes	
16. Be a critically engaged and reflective media audience member and/or producer.	COMS 330, COMS 233, COMS 332
17. Be a clear and ethical communicator.	COMS 233, COMS 330, COMS 331, COMS 332
18. Have analytical, problem-solving and critical thinking skills.	PACE 295, COMS 232, COMS 233, COMS 330, COMS 331, COMS 332
19. Be able to work effectively and collaboratively with others.	PACE 295, COMS 330, COMS 331, COMS 332
20. Be able to relate to and communicate with people from a wide range of backgrounds.	PACE 295, COMS 232, COMS 330, COMS 331, COMS 332

Programme Overview

Admission to the Programme: Limitations on the number of available newsroom placements, and the intensive nature of the applied 300-level courses, mean that entry to the Journalism Major in the Bachelor of Communication and the Graduate Diploma in Journalism will be limited to to a total of 25 students - as is currently the case for the Postgraduate Diploma in Journalism. Places will be allotted carefully between Bachelor of Communication students and Graduate Diploma students. It should be noted that undergraduate students will receive admission to the Journalism Major at the end of their first year, and there is likely to be some attrition before the beginning of the second semester.

Graduates who wish to enter the Graduate Diploma in Journalism will be required to submit a formal application and to attend an interview in the October of the year preceding their enrolment in the Graduate Diploma.

A student for whom English is a second language must provide evidence of IELTS (Academic) 7.5 with no score less than 7.0 or equivalent.

The admission requirements for the Graduate Diploma and the application process will ensure that those students admitted to the Graduate Diploma in Journalism will be capable of handling the work at 200-level and 300-level alongside the Bachelor of Communication students. Prerequisites – intended for

undergraduate students in the degree programme - will be waived for Graduate Diploma students as required.

The Graduate Diploma in Journalism will consist of five courses:

- COMS 232 *Risk and Crisis Communication* (S2) 15 points.
- COMS233 *Media Law* (S2) 15 pts
- COMS 330 *Communication in Context* (S1) 30 points.
- COMS 331 *Researching and Reporting News* (S1) 30 pts
- COMS 332 *News Production* (S2) 30 pts

Note:

- In some cases, students may, with the approval of the Head of Department, replace COMS 232 or COMS 233 with PACE 295 *Internship* (Anytime start) 15 pts. Approval will depend on the student's academic and professional background and the availability of a suitable internship placement. This option will enable students, who have some background in risk and crisis communication or in law, either from their professional experience or their first degree, to take advantage of a targeted internship that will allow them to make use of the expertise acquired in their undergraduate degree. Examples of suitable students would include: (i) an M.Sc graduate who was working in science communication while completing her Journalism training; (ii) a law graduate who had already completed a course in media law.
- Students must complete COMS 331 before enrolling in COMS 332.

February-start students, intending to complete the Diploma within two semesters, will typically enrol in COMS 330 and COMS 331 in the first semester; and COMS 232, COMS 233 and COMS 332 in the second semester. Since these students will not have completed COMS 233 *Media Law* before their first placement for COMS 331 their placements will be selected and monitored by Dr Ross.

July-start students will need to complete the Graduate Diploma over three semesters and will study part-time in their first and third semesters. They will be able to enrol in COMS 232 and COMS233 in their first semester of study; in COMS 330 and COMS 331 in their second semester of study; and COMS 332 in their third and final semester of study.

Students may study part-time, but must complete the Graduate Diploma within three consecutive semesters. This requirement is the same for students who choose to major in Journalism for the Bachelor of Communication. In both cases the time-limit has been imposed because of the intensive, applied nature of the programme and the requirement for placements.

Courses in this Diploma are assessed internally to allow students to undertake intensive workplace-based internships during the term and exam breaks. These internships are based in newsrooms and media outlets throughout New Zealand, so cannot be undertaken alongside other courses during the term.

A: REGULATIONS FOR THE GRADUATE DIPLOMA IN JOURNALISM

2019 UC Calendar page number 184

Graduate Diploma in Journalism (GradDipJour – 120 points)

1. Version

a) These Regulations came into force on 1 January 2020.

b) This Diploma was first offered in 2021.

2. Variations

In exceptional circumstances the Dean of Arts (Academic) may approve a personal programme of study which does not conform to these regulations.

3. The structure of the qualification

To qualify for the Graduate Diploma in Journalism, a student must pass courses totalling 120 points. These 120 points must include COMS 232, COMS 233, COMS 330, COMS 331 and COMS 332.

4. Admission to the qualification

Entry to the Graduate Diploma in Journalism is limited and by special application. To be admitted to the Graduate Diploma in Journalism a student must have:

a) Either
   i. qualified for a New Zealand bachelor's degree
   ii. been admitted with Academic Equivalent Standing as entitled to enrol for the Diploma, and

b) been approved as a student by the Head of Department on the basis of a written application and interview; and

c) been approved as a student by the Dean of Arts (Academic).

d) A student for whom English is a second language must provide evidence of IELTS (Academic) 7.5 with no score less than 7.0 or equivalent.

5. Time limits

The time limit for the Graduate Diploma in Journalism is 18 months.

6. Transfers of credit, substitutions and cross-credits

This qualification adheres to the General Regulations for the University with the following stipulation: students who have completed one of the required courses, or an equivalent course, as part of their undergraduate degree, or have professional experience equivalent to COMS 323 or COMS 233, may substitute another course approved by the Head of Department and the Dean of Arts (Academic).

7. Progression

This qualification adheres to the General Regulations for the University with no additional stipulations.

8. Honours, Distinction and Merit

Honours, Distinction and Merit are not awarded for this qualification.

9. Pathways to other qualifications

a) A student who has completed the requirements for the Graduate Diploma in Journalism but has not yet graduated, may apply to the Dean of Arts (Academic) to be admitted to the Bachelor of Arts or the Bachelor of Communication and have credits transferred.

b) A student who has graduated with the Graduate Diploma in Journalism from the University of Canterbury, may apply to the Dean of Arts (Academic) to be admitted to the Bachelor of Arts or the Bachelor of Communication and to have their Graduate Diploma in Journalism subsumed in accordance with the General Regulations of the University.

c) A student who has not met the requirements for the Graduate Diploma in Journalism and wishes to transfer to the Certificate in Arts, the Bachelor of Arts, the Bachelor of Communication or the Graduate Diploma in Arts may apply to the Dean of Arts (Academic) for admission, provided they meet the requirements for entry to that qualification.

CONSEQUENTIAL CHANGES:

UC Calendar 2019, Schedule to the Regulations for Admission to a Qualification, p 21-23

Remove entry for PGDip J.

Insert entry for Grad Dip Jour:

GradDipJour	Special application required by 31 October. Late applications will be considered subject to availability of places on the programme.	5

TEMPLATE 1
NEW QUALIFICATION 2019

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	**Graduate Diploma in Strategic Communication (GradDipStratComm)**
Year of introduction	2021

EXECUTIVE SUMMARY

The Graduate Diploma in Strategic Communication will be a companion qualification to the Bachelor of Communication and the Graduate Diploma in Journalism. It was originally developed (and consulted on) as part of the Bachelor of Communication Proposal and the consultation for the Bachelor of Communication endorsed the concept of a Graduate Diploma as an important partner for the degree. This proposal aims to make the courses in the Bachelor of Communication, some of which are only open to students enrolled in that degree, available to graduates, within a named, stand-alone qualification – thereby maximising the availability of these courses and their enrolments. The Graduate Diploma is expected to be attractive to some UC graduates, to graduates from other universities and, in some cases, to international students who may feel more comfortable doing a qualification at undergraduate level before enrolling in the Master of Strategic Communication. The numbers of enrolments are not expected to be large - five or six students per year – but the Graduate Diploma will provide a useful qualification for students seeking a 120-point professional qualification at this level.

Qualification

The Graduate Diploma in this proposal meets the requirements for a Graduate Diploma. It consists of 120 points, with 90 points at 300-level and a further 30 points at any level.

Treaty of Waitangi

The new Bachelor of Communication and the proposed Graduate Diplomas align with and advance the University's *Rautaki Whakawhanake Māori, Strategy for Māori Development.* They are designed to encourage Māori student recruitment and the emergence of Māori graduates as professionals in the communication field. Graduates with majors in MAOR or TREO will be able to use the Graduate Diploma to develop professional competence in communication. This proposal, like the degree itself, is shaped by the University's bicultural commitment to Ngai Tahu and in particular, mana whenua, Te Ngāi Tūāhuriri. It responds to the iwi's desire to provide opportunities for taiohi (young people) to develop communication disciplines including both journalism and strategic communication, to ensure communication practitioners

more generally understand its distinctive tikanga and mātauranga, and to strengthen its links in professional education with the university.

COMS 330 *Communication in Context* is a required course for both the Bachelor of Communication and the Graduate Diploma in Strategic Communication. It supports bicultural competence and confidence in all graduates through the inclusion of the kaupapa. COMS 330 meets all seven kaupapa for Bicultural Confidence and Competence. (In the degree proposal for the Bachelor of Communication, COMS 330 is shown as meeting six of the seven kaupapa – it was not shown as meeting 3.2 The nature of Māori organizational structures. However, COMS 330, which will be taught for the first time in 2021, has evolved slightly over the last few months. The course now includes preparatory work on Learn and in tutorials as part of the preparation for the marae field trip.)

Outcome Statement

Graduates with a Graduate Diploma in Strategic Communication will have built on their undergraduate degree by acquiring professional skills in the communication and will be equipped to work in the industry.

Graduate Profile and University Graduate Attributes

Graduates from the University of Canterbury with a Graduate Diploma in Strategic Communication will have met the University's graduate attributes as part of their three- or four-year undergraduate degree. The Graduate Diploma will reinforce these attributes.

Graduate profile

All graduates with a Graduate Diploma in Strategic Communication will be able to:

Knowledge	
1. Understand the process and the outcomes of strategic communication messages for different stakeholders and different purposes.	COMS 320
2. Comprehend different levels and roles of communication within and between organisations.	COMS 320
3. Identify the use of suitable technology as communication strategies.	COMS 320
4. Comprehend and apply professional ethics, and critical and reflective thinking to communication.	COMS 320
5. Comprehend and critically evaluate the role of different communication professions in (a democratic) society.	COMS 330
6. Comprehend and critically evaluate the relationship between communication and power.	COMS 320, COMS 330
7. Understand the role of the Treaty of Waitangi and its impacts on New Zealand, its peoples and the New Zealand media and communication landscape.	COMS 330
Skills	
8. Analyse and critique communication practice from a values-based and research-informed perspective.	COMS 320, COMS 330
9. Produce reasoned arguments in both oral and written modes about the roles of communication practice in society and communities, both in Aotearoa New Zealand and in transnational context.	COMS 320, COMS 330
10. Be prepared to contribute to organisations' strategic goals through	COMS 320

communication planning, practice and analysis.	
11. Locate, read, evaluate and apply critical and normative approaches to contemporary media, communication and political issues.	COMS 320, COMS 330
12. Plan, create, and execute a strategic communication plan for different stakeholders and different purposes.	COMS 320
14. Apply knowledge of communication strategies to create a piece of communication tailored to that particular audience.	COMS 320
15. Analyse communication environments to evaluate different communication practices and justify the choice made.	COMS 320
16. Identify, evaluate and mitigate communication risks to brand/reputation.	COMS 320
17. Solve communication issues flexibly either individually or as part of a (interdisciplinary) team.	COMS 320
18. Interpret media analytics in planning and executing communication strategies.	COMS 320
19. Apply knowledge of audience behaviour and engagement to inform the (planning of) communication strategies and practices.	COMS 320
20. Create effective communications messages across various forms of media.	COMS 320
21. Make use of suitable technology in communication planning.	COMS 320
Attributes	
22. Critically reflect on their own communication practice, professional identities and ethics, and be aware of their own personal biases.	COMS 320, COMS 330
23. Have analytical, problem-solving and critical thinking skills.	COMS 320, COMS 330
24. Complete multiple and complex tasks to a high level, through good planning and time management.	COMS 320, COMS 330
25. Work independently.	COMS320, COMS 330
26. Work effectively and collaboratively with others.	COMS 320, COMS 330.
27. Be able to relate to and communicate with people from a wide range of backgrounds.	COMS 330

Programme Overview

The compulsory core courses for the Graduate Diploma in Strategic Communication are:

- COMS 320 Creating Media Advocacy Campaigns – 30 points (S1)
- COMS 330 Communication in Context – 30 points (S1)

Students will also be required to take courses totalling a further 60 points

- 15 points at 100-level or above
- 15 points at 200-level or above
- 30 points at 300-level

Of these 60 points, at least 30 must be from Schedule A to the Regulations for the Bachelor of Communication or from the Majoring requirements for three majors in Schedule B to the Regulations for the Bachelor of Communication:

- Communication Strategy and Practice;
- Tauwhitinga Māori: Māori Communication Strategy and Practice;

- Political Communication.

Students may, with the approval of the Head of Department, take up to 30 points from the Schedule of any degree of the University. The prerequisites for COMS 320 and COMS 330 will be waived for students enrolling in the Graduate Diploma. Prerequisites for other courses will be waived on a course by course basis.

A February-start student, intending to complete within a single academic year, would enrol in COMS 320 and COMS 330 in the first semester and then complete the requirements for the Graduate Diploma in the second semester. Typically, students might enrol in COMS 232 *Risk and Crisis Communication,* COMS 204 *Advertising and Cultural Consumption* and COMS 333 *Podcasting Project.*

July-start students would be favourably positioned with regard to the sequence of courses in the majors for the Bachelor of Communication. A July-start student, intending to complete within two semesters, might choose, in their first semester of study, to do COMS 104 *Introduction to Strategic Communication*, COMS232 *Risk and Crisis Communication* and either or a 300-level elective (e.g. COMS 333 *Podcasting Project*) related to their undergraduate degree or a specific interest or a 300-level internship (PACE 395). (Students who enrolled in an internship would be required to do so within a suitable organization, as approved by the Head of Department and the Dean of Arts (Academic).)

In their second semester of study they would enrol for the two compulsory 300-level courses, COMS 320 and COMS 330.

Part- time students may take up to 60 months/five academic years to complete the Graduate Diploma.

Proposed Regulations

Graduate Diploma in Strategic Communication (GradDipStratComm – 120 points)

1. Version

a) These Regulations came into force on 1 January 2020.

b) This Diploma was first offered in 2021.

2. Variations

In exceptional circumstances the Dean of Arts (Academic) may approve a personal programme of study which does not conform to these regulations.

3. The structure of the qualification

To qualify for the Graduate Diploma in Strategic Communication, a student must pass courses totalling at least 120 points.

a) These 120 points must include:

i. COMS 320 and COMS 330; and

ii. A further 30 points at 300-level and 30 points at any level chosen from Schedule C to the Regulations for the Bachelor of Communication.

b) With the approval of the Dean of Arts (Academic), up to 30 points may be taken from the schedule of any other undergraduate degree.

4. Admission to the qualification

To be admitted to the Graduate Diploma in Strategic Communication a student must have:

a) Either

i. qualified for a bachelor's degree, or

ii. been admitted with Academic Equivalent Standing as entitled to enrol for the Diploma, and

b) been approved as a student by the Dean of Arts (Academic).

5. Time limits

The time limit for the Graduate Diploma in Strategic Communication is five years.

6. Transfers of credit, substitutions and cross-credits

This qualification adheres to the General Regulations for the University, with the following stipulation: students who have completed one of the required courses, or an equivalent course, as part of their undergraduate degree may substitute another course approved by the Head of Department and the Dean of Arts (Academic).

7. Progression

This qualification adheres to the General Regulations for the University with no additional stipulations.

8. Honours, Distinction and Merit

Honours, Distinction and Merit are not awarded for this qualification.

9. Pathways to other qualifications

a) A student who had completed the Graduate Diploma in Strategic Communication, with at least a B average in 60 points of 300-level COMS courses, may apply to enter the Master of Strategic Communication or the B.A. Honours in Media and Communication.

b) A student who has completed the requirements for the Graduate Diploma in Strategic Communication but has not yet graduated, may apply to the Dean of Arts (Academic) to be admitted to the Bachelor of Arts or the Bachelor of Communication and have credits transferred.

c) A student who has graduated with the Graduate Diploma in Strategic Communication from the University of Canterbury, may apply to the Dean of Arts (Academic) to be admitted to the Bachelor of Arts or the Bachelor of Communication and to have their Graduate Diploma in Communication subsumed in accordance with the General Regulations of the University.

d) A student who has not met the requirements for the Graduate Diploma in Strategic Communication, and wishes to transfer to the Certificate in Arts, the Bachelor of Arts, the Bachelor of Communication or the Graduate Diploma in Arts may apply to the Dean of Arts (Academic) for admission, provided they meet the requirements for entry to that qualification.

TEMPLATE 5 – REPORT TO CUAP

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

PROPOSAL DESCRIPTION

1. CUAP Unique Identifier

UC/19 GradDipAcc&IS

2. Name of Qualification(s)

Graduate Diploma in Accounting and Information Systems (GradDipAcc&IS)

3. Rationale

The GradDipAcc&IS has not been open to new enrolments since 2017 due to the introduction of the GradDipCom in 2017. The last enrolment in the programme was in 2016. It is now time to discontinue this qualification as signalled in the CUAP proposal for the GradDipCom.

4. Proposed new regulations

2019 Calendar Page 231

Delete Graduate Diploma in Accounting and Information Systems (GradDipAcc&IS) and related regulations.

TEMPLATE 5 – REPORT TO CUAP

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

1. CUAP Unique Identifier

UC/19 GradDipEcon

2. Name of Qualification(s)

Graduate Diploma Economics (GradDipEcon)

3. Rationale

The GradDipEcon has not been open to new enrolments since 2017 due to the introduction of the GradDipCom in 2017. Enrolments in the diploma are as follows:

Year	2016	2017	2018
Number of Students	9	4	3

Of the three students taking the qualification in 2018, two have completed while the third will have exceeded the time limit after this year. It is now time to discontinue this qualification as signalled in the CUAP proposal for the GradDipCom.

4. Proposed new regulations

2019 Calendar Page 233

Delete Graduate Diploma in Economics (GradDipEcon) and related regulations.

TEMPLATE 5 – REPORT TO CUAP

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

PROPOSAL DESCRIPTION

1. CUAP Unique Identifier

UC/19 GradDipMgt

2. Name of Qualification(s)

Graduate Diploma Management (GradDipMgt)

3. Rationale

The GradDipMgt has not been open to new enrolments since 2017 due to the introduction of the GradDipCom in 2017. Enrolments in the diploma are as follows:

Year	2016	2017	2018
Number of Students	13	3	0

No students took the diploma last year and those that are incomplete can be transitioned to the GradDipCom. It is now time to discontinue this qualification as signalled in the CUAP proposal for the GradDipCom.

4. Proposed new regulations

2019 Calendar Page 234

Delete Graduate Diploma in Management (GradDipMgt) and related regulations.

TEMPLATE 1

NEW QUALIFICATION 2019

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS	
Title of qualifications	**Bachelor of Youth and Community Leadership (BYCL) and Certificate in Youth and Community Leadership (CertYCL)**
Year of introduction	2020

EXECUTIVE SUMMARY

This proposal concerns the development of a new undergraduate degree qualification titled 'Bachelor of Youth and Community Leadership' (BYCL), and a new certificate titled 'Certificate in Youth and Community Leadership' (CertYCL). The degree qualification will equip candidates to be resilient and agile leaders in a changing world, qualified to lead themselves and others toward beneficial social change, while the certificate will provide a foundational understanding of what it means to lead in a changing world. Issues of social justice, equity, innovation and social and cultural sustainability in Aotearoa New Zealand and beyond will be explored through theoretical study and practical engagement. Through facilitating a combination of core courses from the School of Educational Studies and Leadership (EDSL) and specialist courses from other Schools and Colleges, the degree qualification offers an innovative pedagogical pathway for those seeking to explore options for working with youth, community and global humanitarian organisations or self-employment as social entrepreneurs. All candidates are encouraged to select a minor in another discipline. The degree qualification can also serve as a discovery pathway into, for example, a postgraduate qualification in teaching or other conversion masters programmes. The certificate (60 points) option is also proposed for candidates who do not wish to complete the full degree and as a 'stair-casing' opportunity for students who are in employment.

The BYCL qualification is one which the University of Canterbury (UC) – in the wake of the events associated with the 2010-2011 earthquakes in Christchurch where over 11,000 of our students self-organised themselves into the Student Volunteer Army – is in a unique position to offer. The proposed qualification aligns with UC's strategic goals and the components of Challenge, Concentrate and, particularly, Connect given its genesis and active orientation to community service. The proposed qualification links directly to UC's vision of *tangata tū, tangata ora – people prepared to make a difference*. Given the lack of any equivalent existing specialist undergraduate programme, the programme will be available as both an on-campus and (initially limited) distance offering and will target new-to-UC students from across Aotearoa and the Asia Pacific region. It is proposed that the programme will support the recruitment of Māori and Pasifika students through working closely with iwi and community groups focused on achieving their kaupapa of youth leadership. In this, it directly contributes to *Rautaki Whakawhanake Kaupapa Māori - Strategy for Māori Development* commitment to ensuring the future of Māori communities; it also contributes to Goal 5 of the *UC Pasifika Strategy* 'UC graduates will be prepared to contribute to the aspirations of Pasifika communities and become leaders in a changing global world'.

Importantly, the qualification is particularly responsive to the UC Graduate Profile where it has the potential to provide an exemplar of the kind of graduates UC seeks to enable: critically and biculturally competent and confident, globally aware, community engaged, employable, innovative and enterprising. Much of the degree programme is composed of current courses offered by UC, complemented with a set of four new 100-300 level core undergraduate courses in youth and community leadership that provide a central focus for the qualification; students will be encouraged to complete a Minor in another discipline to support their specific areas of interest. The CertYCL will comprise four of the core 100 and 200 level courses. In addition, the intention in the near future is to offer a Minor in Youth and Community Leadership that would be open to students in other degrees, where this is permitted.

The programme will provide the benefits of a multidisciplinary approach: these benefits accrue academically to students and to the university in supporting student numbers in already established courses across UC. The proposed programme will be a leader in moving towards a fully online option, which will be developed using the expertise of the School of Education Studies e-Learning Lab. In this, the course will offer flexible delivery and innovative curriculum that align with the University's teaching and learning priorities. Preliminary market research (independently conducted by Research First in 2017) indicated consistent support from both school-leavers making decisions about their tertiary study and particularly from their key influencers (parents, careers advisors and teachers) for a qualification that directly addresses the demand for youth leadership in local government, non-governmental, industry, research, youth activism, youth work and humanitarian sectors. The conservative estimates based on the Research First 2019 report, are that the degree will attract approximately 20-25 new to UC full time students in its first year, raising to between 35 and 60 students by 2023.

Our target market includes people who have completed secondary level schooling and who are already employed in youth leadership roles in the not-for-profit or community sectors. The intention is that processes will be developed to provide opportunity for assessment and, where appropriate, recognition of current competency. This assessment and recognition is in keeping with the ethos of the qualification and an opportunity to demonstrate the realisation of the principles that underpin the New Zealand Qualifications Framework (NZQF) in a way that positions UC as a leader. The degree has been shaped in consultation with a wide range of individuals and groups including the New Zealand National Commission for UNESCO, internally in the College of Education, Health and Human Development, Ngāi Tahu Education Advisory Committee (NTEAC), the Office of the AVC Māori Kaiārahi, the Student Volunteer Army, Christchurch City Council, Youth Workers, and with other University of Canterbury Colleges and stakeholders. We have also consulted with potential employers. In all cases, the research supports the proposal, and the unique ability of the University of Canterbury to offer such an undergraduate award for the Asia Pacific region.

Qualification

The proposed BYCL programme meets CUAP requirements for a Bachelor's degree with 360-degree points. Students will be required to complete a maximum of 135 points at NZQF level 5 (100-level) and a minimum 225 points at NZQF level 6 (200-level) or above, including at least 90 points at NZQF Level 7 (300-level).The qualification is anchored by a 150 point core, including four new compulsory courses in Youth and Community Leadership, one 0.125 EFTS (15 points) course at the 100 and 200 levels, and two at the 300 level. These are sequential courses where progression depends on the completion of the earlier courses. Additionally, a variety of subjects are offered to provide a broad academic foundation for students undertaking the degree. Students will be encouraged to complete a Minor in another discipline, to support

their interest areas. The programme will ensure a sufficient level of engagement with research and literature to enable students to successfully progress to postgraduate study if they desire to do so.
The CertYCL meets the CUAP requirements for a Certificate with 60 points. Students will be required to complete 45 points at NZQF Level 5 and 15 points at NZQF Level 6. The certificate will comprise YACL101, CHCH101, EDUC101 and YACL201.

Treaty of Waitangi

Rautaki Whakawhanake Strategy for Māori Development

The proposed programme embraces UC's commitment to the principles of the Treaty of Waitangi and advances the University's Rautaki Whakawhanake Strategy for Māori Development. The design and implementation of the programme will address the Rautaki Kaupapa as outlined in the Strategy, in particular Hōtaka Kōunga (Quality Programmes). As suggested by NTEAC, our newly developed core courses YACL101, YACL201, YACL301, and YACL302 will develop learning objectives and a pedagogical approach imbued with kaupapa Māori to ensure bicultural confidence and competence in graduates with specific opportunities for students to implement the Treaty's principles of Participation, Partnership, and Protection. The degree proposal is also shaped by the University's commitment to align with the needs and aspirations of mana whenua and the iwi aspiration of 'mō tātou, ā, mō kā uri ā muri ake nei - for us and our children after us.'

UC's Bicultural Competence and Confidence Framework

UC's Bicultural Competence and Confidence Framework was designed to enable members of the UC community to develop curricula, activities and experiences that relate to the UC Graduate Profile attribute of Bicultural Competence and Confidence. The framework defines the seven kaupapa identified as relating to bicultural competence and confidence and these are integrated into the programme. These kaupapa will be delivered across a number of courses in this programme.

This programme, like the framework, cultivates increasing circles of knowledge and influence from leading the self, to leading others to leading for change expanding from the self to local, national and international contexts. This programme recognises that understanding biculturalism in New Zealand empowers students to engage with other cultural contexts in New Zealand and internationally.

The proposed programme also supports bicultural competence and confidence in all graduates through the kaupapa of the new courses (YACL101, YACL201, YACL301, YACL302) which will be compulsory for all students. Examples of the Graduate Attribute include YACL101 involving a compulsory noho marae (or alternative) and YACL201 requiring students to work in groups in addressing a bicultural community case study designed for the Learning Outcomes of the course. Students wishing to undertake their 300-level project work in Aotearoa New Zealand will be encouraged to take electives in Te Reo Māori and Māori and Indigenous Studies. A number of the electives available to students to support this kaupapa are outlined in the framework.

Outcome Statement

This is an innovative qualification, which will appeal to young people who are interested or already engaged in community work as leaders -- locally, nationally or globally -- or any person who is working directly with young people in a leadership position.
Graduates of the degree programme will have developed their knowledge and skills to bachelor degree level 7 and reflect each of the graduate attributes. This programme provides students with flexible pathway options towards becoming leaders in an area of personal interest in the context of community engagement and global citizenship. Students will become aware of youth movements and take leadership in shaping

social and political futures, being biculturally responsive in their work with people and communities, and will have developed a stronger understanding of the importance of te reo and tikanga Māori. The development of resilience, innovation and curiosity within and through the programme will equip students well for entrepreneurialism, employment and academic pathways, addressing local, national and global issues of concern for the young generation.
Relevant areas of employment include youth and community leadership, iwi development, community and family service workers, youth workers, not-for-profit and church settings, local government and humanitarian careers. This course encourages students to pursue their goals as social entrepreneurs and freelance workers in social entrepreneurism. Graduates will be equipped to take leadership in the specific area of interest to them, and to forge co-leadership with other leaders locally, nationally and globally, towards their shared vision and goals.

Graduates of the certificate programme will have a grounding in youth and community leadership, theories of leadership and learning, community engagement and global citizenship. They will be bicultural responsive in their work with people and communities, and will have a stronger understanding of the importance of te reo and tikanga Māori. They will be well positioned to further develop their understanding and capability for entrepreneurialism, employment and academic pathways, addressing local, national and global issues of concern for the next generation.

Graduate Profile and University graduate attributes
The proposed programme is particularly responsive to the UC graduate attributes where, given its kaupapa, it has the potential to provide an exemplar that demonstrates all of the attributes UC seeks to enable. The kaupapa of the programme is based around established philosophies of youth leadership and engagement. Students are educated and empowered to critically evaluate the word and the world, becoming more personally, socially, culturally and globally aware. This is a form of engagement with others and in the world. It is a creative and collaborative process that places importance on theory, reflection on experience and the ability and disposition to act in order to change the world responsibly and democratically toward social justice. Programme courses – whether selected from existing UC courses or specifically designed for the programme – are included for their direct contribution to the UC graduate attributes.
Graduate Profile for the Certificate in Youth and Community Leadership:
Graduates of the Certificate will have the following attributes, in addition to the UC Graduate Attributes:
Knowledge

- Developed understanding of theories of self-leadership
- Critical understanding of the theories of community engagement and service learning
- A knowledge base of leadership and advocacy in regard to kaupapa Māori, rangatiratanga and other cultural practices

Skills

- Enhanced leadership capacity
- Ability to debate issues concerning the ethical, political, sociocultural, educational and social-emotional contexts on youth and community leadership
- Skills and experience in engaging with diverse cultural and age groups
- Ability to be critically reflective
- Communication skills, including the ability to think and write critically in digital and other textual spaces

Dispositions

- Passion to embrace change to positive effect
- Appreciation of personal disposition for leadership
- Curiosity in following through on questions of community concern
- Commitment and understanding of the role of te reo and tikanga Māori
- Open-mindedness, tolerance and a valuing of different perspectives

Graduate Profile for the Bachelor of Youth and Community Leadership:

Graduates of the Bachelors programme will have the following attributes:

Knowledge

- A developed understanding of diverse forms of leadership, and their application
- Awareness of laws, policies and politics that frame the potential for leadership
- A critical understanding of the complexities of community engagement and service learning
- A solid knowledge base of leadership and advocacy in regard to kaupapa Māori, rangatiratanga and other cultural practices
- Understanding of critical digital literacies
- Knowledge of research design and ethics
- An understanding of the dynamics of entrepreneurship, innovation and social enterprise
- Knowledge of a selected disciplinary area as a minor

Skills

- Leadership capacity
- Ability to engage with young people and their communities with confidence and competence, especially in the context of whānau, hapu, and iwi Māori
- Skills and experience in engaging with diverse cultural and age groups
- Research skills, including youth research skills
- High-level advocacy skills, using a variety of media
- Communication skills, including the ability to think and write critically in digital and other textual spaces

Dispositions

- Passion to embrace change to positive effect
- Curiosity in following through on questions of community concern
- Commitment and understanding of the role of te reo and tikanga Māori
- Seriousness, discipline and persistence in the process of investigation
- Open-mindedness, tolerance and a valuing of different perspectives
- A solution focused attitude towards challenges and issues of concern

UC Graduate Attributes for the Bachelor's Degree

UC Graduate Attributes	How is the attribute incorporated?
Biculturally competent and confident	As per the component courses of the degree. In addition, four courses that provide tuakoko of the degree are designed to specifically build bicultural competence. For example, YACL101 requires students to experience noho marae (or alternative for overseas candidates).
Employable, innovative and enterprising	Component courses of the degree have been selected for their direct contribution to this attribute. For example,

	students are required to engage in courses such as INOV290 Enterprise in Practice. The four courses being developed – YACL 101, 201, 301 and 302 – are all pedagogically designed to ensure students experience and theorise enterprising behaviour and the collaboration it demands. For example, YACL302 requires students to collaborate in resolving a community based issue.
Globally aware	The proposed programme will be developed towards being available via distance study, which will, in turn, support internationalisation for on-campus students. The inclusion of courses such as SOCI112 and the use of a necessarily global literature on youth activism in the context of the 21st Century will ensure direct engagement; the structure of the course and the inclusion of options such as PACE295 allows students to undertake international internships.
Engaged with community	Community engagement is at the core of the programme. All students will be engaged with, and reflecting on their engagement with and leadership of, community through compulsory courses YACL101 and CHCH101. In these, and in compulsory courses YACL301 and YACL203, teaching and assessment tasks are community based projects – based on needs identified by community – on which students are then required to reflect. The ongoing activities of the UC Community Engagement Hub and, thereby, the Student Volunteer Army will be woven into the experiences of all BYCL students by way of their compulsory courses.
Critically competent in a core academic discipline of their degree	The Bachelor of Youth and Community Leadership has community education and leadership as its core academic disciplines. The basing of the programme in the School of Educational Studies & Leadership - which hosts the UC Community Engagement Hub – offers multiple opportunities for students to theorise and experience community engagement and leadership digital seminars, reflexive learning processes, lectures, discussion, guest speakers (both kanohi ki te kanohi and distance), LEARN experiences as well as more traditional learning and assessment activities.

UC Graduate Attributes for the Certificate

UC Graduate Attributes	**How is the attribute incorporated?**
Biculturally competent and confident	This attribute is woven through the certificate courses. The particular touchpoints are in YACL101 requires students to experience noho marae (or alternative for overseas candidates); and YACL201. YACL 101 incorporates this attribute through LO 2, 3 and 4 and in two of the three assessment tasks. YACL201 incorporates this attribute through LO 1, 2 and 6 and in

	all assessment tasks. The case study that forms the major assessment task for YACL201 is a case written to address a critical issue of concern in the context of a bi-cultural Aotearoa.
Employable, innovative and enterprising	The core courses YACL 101 and YACL201 are pedagogically designed to ensure students experience and theorise enterprising behaviour and the collaboration it demands. YACL 101 is mapped to this attribute in LO2 and LO4, assessed in assessments 2 and 3. YACL201 is mapped to this attribute in LO1, 3, 4 and 5 CHCH101 enhances students' ability to engage in innovative and enterprising community endeavours. This attribute is incorporated in the service learning that is the pedagogy of this course; here the attribute is incorporated in LO1, 3 and 4, assessed in both assessment tasks (the Healing Proposal and the reflection on the self in the context of service and innovation). EDUC101 fully incorporates this attribute through its course focus on how and why people learn, and the theoretical underpinning of change and development. This is the focus on all three assessment tasks:
Globally aware	The proposed programme will be developed towards being available via distance study, which will, in turn, support internationalisation for on-campus students. The inclusion of CHCH101 as a core course supports global awareness given this course attracts a high number of international students. The two assessment tasks for CHCH101 – a healing project and reflection on the healing project – involve students in working in collaborative groups, often on concerns of global concern and with culturally diverse others, and then reflecting on their own role in a globalised world. This attribute is also incorporated in EDUC101 through insights forums (50%) and a creative final project (50%).
Engaged with community	Community engagement is at the core of the programme. All students will be engaged with, and reflecting on their engagement with and leadership of, community through compulsory courses YACL201 and CHCH101. In YACL201, this occurs in connection to LO1, 3, 4 and 5, all of which are assessed in both assessment tasks. In CHCH101 teaching and assessment tasks are community focused projects – based on needs identified by community – on which students are then required to reflect. The ongoing activities of the UC Community Engagement Hub and, thereby, the Student Volunteer Army will be woven into the experiences of all CERTYCL students by way of their compulsory courses.

Critically competent in a core academic discipline of their degree	The CertYCL has community education and leadership as its core academic disciplines. The basing of the programme in the School of Educational Studies & Leadership - which hosts the UC Community Engagement Hub – offers multiple opportunities for students to theorise and experience community engagement and leadership digital seminars, reflexive learning processes, lectures, discussion, guest speakers (both kanohi ki te kanohi and distance), LEARN experiences as well as more traditional learning and assessment activities.

Programme Overview

Both the 360-point undergraduate Bachelor's degree and the 60 point Certificate are interdisciplinary programmes of study. The CEHHD will manage and deliver the core courses in the programmes. This will be supplemented by additional courses from outside the College, which will continue to be delivered by the appropriate Colleges.

Entry Requirements

Students must satisfy the Admission Regulations to the university to be admitted to this qualification.

Flexible Study Pathways

In order to support people already working in community positions a number of options are available study this programme. The programme will be offered as both full and part-time study options. The intention is to also develop distance learning options beginning with one or two pathways initially.

While there are a number of core programmes in each year, there is scope for the student to co-create their own learning programme by selecting a number of elective and independently selected courses. This will require clear course selection information, guidance based on suggested pathways, and monitoring to ensure students plan their degree to meet necessary pre-requisites. Within courses, the students will also have the options of working on a project of their own choosing and design, giving them further scope for personalisation.

Exit Pathways

In order to support lifelong learning a 'stair-casing' model is proposed. Students can choose to exit with a Certificate in Youth and Community Leadership at UC, or the full Bachelor of Youth and Community Leadership.

July Entry

Some students, in particular international students from the northern hemisphere, may wish to begin the programme in the second semester of the academic year. The online version of the YACL core courses for distance students may be offered with minimal overhead for students entering in mid-year to fulfil prerequisites for the core courses. Students will be counselled on what will be limited course selections in their first semester to fulfil other requirements for 200-level core courses; this offering will be broadened over time.

Levels Overview

First Year 100-Level	***Core Courses***: YACL101, CHCH101, and either EDUC101 or POLS103 (Schedule A) 45 points.

	plus ***Elective Courses***: 45 points at 100 level from Schedule B options. *plus* ***Independent Choice***: 30 points at 100 level from the Schedule of any undergraduate degree in the University.
Second Year 200-Level	***Core Courses***: YACL201, EDUC206, and either CULT202 or INOV290 (Schedule A) 45 points. *plus* ***Elective Courses***: 30 points at 200 level from Schedule B Options. *plus* ***Independent Choices***: 45 points at 200 level from the Schedule of any undergraduate degree in the University.
Third Year 300-Level	***Core Courses***: YACL 301, YACL302, EDUC339 (Schedule A) 60 points. *plus* ***Elective Course***: 30 points at 300 level from Schedule B Options. *plus* ***Independent Choice***: 30 points at 100 level from the Schedule of any undergraduate degree in the University.

Employment Pathways

Areas graduates are likely to find employment in include youth work and activism, NGOs, corporate social responsibility, social entrepreneurs, humanitarian work, local and central government, church settings, iwi/hapū, education and training.

Graduate Pathways

There are a number of postgraduate options available for graduates, provided that students meet the entry requirements.

Possible postgraduate education pathways include Postgraduate Certificate in Education (PGCertEd), Postgraduate Certificate in Arts (PGCertArts), Postgraduate Certificate in Business (PGCertBus), Postgraduate Diploma in Arts (PGDipArts), Postgraduate Diploma in Business (PGDipBus), Master of Arts (MA), and the Master of Education (MEd). Graduates will have the option to move into graduate diploma pathways for early childhood education and primary teaching, as well as into secondary teaching if a Major in a relevant NZC subject is included in their programme of study.

Prescriptions for new courses

First Year, 100 Level, NZQF Level 5

YACL 101 - Introduction to Youth Leadership: Leading Self

15 Points 0.1250 EFTS, C, D

What is the role of the self in youth and community leadership? What are the personal dispositions required for youth and community leadership and how might these be nurtured within, for and by the self and others? In this course, students will explore self-leadership from contemporary psychological, philosophical, cultural, and other theoretical perspectives relevant to their situation. Kaupapa Māori approaches will be explored, as part of which students will be required to experience noho Marae (or equivalent for distance students). Through reflective journaling and experiential learning, including on their noho marae experience, students will focus on understanding selected theories as personally relevant to them, with a focus on developing or enhancing dispositions of their own self-leadership. Based on the premise that self- leadership precedes and is foundational to leadership of others, students will select two youth or community leaders from the public domain (Aotearoa, New Zealand and/or internationally) to compare and contrast their observed approaches to leadership through a selected self-leadership theoretical lens, with reference to published and publicly available information on the selected leaders. The relevance of mentorship, supervision and tuakana-teina relationships to support personal development will be explored.

Second Year, 200 Level, NZQF Level 6

YACL 201 - Social Leadership: Leading With Others

15 Points 0.1250 EFTS, C, D

Social leadership – leading with others – is a non-hierarchical process that mobilizes a group towards a shared objective. In this course, students will explore the dynamics of collaboration and social capital, and their implications for leading with other young people, and intergenerationally. Theories of group leadership, problem-solving styles and the potential of 'eco-leadership' will be surveyed and critiqued. Using contemporary social theories, students will undertake an analysis of their own, and others, ego-networks and will apply these understandings to collectively engage with a case study that challenges them to develop rangatiratanga and exert leadership in resolving a community issue in the context of Aotearoa New Zealand, or abroad. In this course, students will reflect on and trace their participation as members of various communities: whanau, community, iwi, professional, social and so on, and the contributions they make to the leadership of others. A practical question that will help orient the course is what kinds of leadership are optimal in allowing these communities to achieve their goals? The course draws on the taonga of bi-cultural Aotearoa to consider the strengths of indigenous leadership and its resonance with and insights for leadership globally.

Third Level, 300 Level, NZQF Level 7

YACL 301 - Civic Leadership: Leading for Change

15 Points 0.1250 EFTS, C, D

In this course, students will learn the necessary research skills, as well as digital, ethical and cultural considerations, to explore the background of an issue or challenge they see for youth and/or their community, hapū, or iwi. These may include issues of social justice, equity, sustainability, positive development, policy, (global) citizenship and others. Students will have the opportunity to collaborate with the Children's University where appropriate and will be supported in consider projects that are aligned with the Kia Tōpū initiative. Culturally responsive approaches to gathering evidence including the 'braided rivers' approach to gathering evidence and developing practice as developed in the College of Education Health and Human Development by Macfarlane, Macfarlane and Gillon (2015), will guide this course. Students will develop an action plan of how to address their chosen topic or opportunity, measure the effectiveness and impact of their actions, and to write a proposal that reflects all relevant aspects. The finished proposal will become the basis for a change project they will undertake in the following YACL 302 course.

YACL 302 - Leadership Project: Implementing Change

15 Points 0.1250 EFTS, C, D

The Leadership Project: Implementing Change is the culmination of the *Bachelor of Youth and Community Leadership*. In this course, students will apply much what they have learned over the duration of the degree, taking action addressing an issue of concern they investigated in the previous course YACL 301. The developed proposal for change is enacted in this course, displaying leadership through change for youth and/or communities, such as whānau, hapū, iwi. Students are encouraged to work in small interest groups on a local, national or international issue, document their progress and experiences, and report on the actions taken and the effect their actions had. Emphasis is placed on respectful and considerate engagement with affected communities in a culturally responsive manner through recognition of the Treaty of Waitangi principles of participation, partnership and protection.

Proposed degree regulations

Bachelor of Youth and Community Leadership

(BYCL – 360 points)

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

(a) These Regulations came into force on 1 January 2020,
(b) This degree was first offered in 2020.

2. Variations

In exceptional circumstances the Dean of Education and Health Sciences may approve a personal programme of study which does not conform to these regulations.

3. The Structure of the Qualification

To qualify for the Degree of Bachelor of Youth and Community Leadership a student must be credited with having a minimum total value of 360 points:

(a) Of these 360 points
  i. At least 150 points must be from courses listed in Schedule A to these Regulations;
  ii. At least 105 points must be from courses listed in Schedule B to these Regulations;
  iii. The remaining 105 points may be for courses from any undergraduate degree of the University.
(b) In addition to these requirements, a student must be credited with courses to the value of:
  i. At least 225 points above 100-level, including
  ii. At least 90 points at 300-level.

4. Admission to the Qualification

All students must satisfy the Admission Regulations for the University to be admitted to this qualification.

5. Subjects

There are no majors or minors for this qualification.

6. Time Limits

The time limit for this qualification is 6 years.

7. Transfers of Credit, Substitutions and Cross-Credits

This qualification adheres to the General Conditions for Credit Recognition and Transfer Regulations, with no additional stipulations.

8. Progression

This qualification adheres to the General Regulations for the University, with no additional stipulations.

9. Honours, Distinction and Merit

Honours, Distinction and Merit are not awarded for this qualification

10. Pathways to Other Qualifications

A student who has not met the requirements for the Bachelor of Youth and Community Leadership or who wishes to transfer to the Certificate of Youth and Community Leadership may apply to the Dean of Education and Health Sciences for admission.

Schedule A to the Regulations for the Degree of Bachelor of Youth and Community Leadership

For full course information, go to www.canterbury.ac.nz/study/qualifications-and-courses

Students are required to complete 150 points of core courses as follows:

100-level (45 points)

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
YACL101	Introduction to Youth Leadership: Leading Self	15	S1	
CHCH101	Strengthening Communities through Social Innovation	15	S2	
EDUC101 **OR** POLS103	Spark! How & What People Learn Introduction to New Zealand Politics and Policy	15 15	S2 SU1 S1	

200-level (45 points)

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
YACL201	Social Leadership: Leading with Others	15	NO	P: YACL101
EDUC206	Education and Society: Ideals and Realities	15	S2	P: 30 points in EDUC or 45 points of SOCI, POLS, HIST, CULT, ANTH, SPCO or permission of the Head of School R: EDUC220
CULT202 **OR** INOV290	Cultural Politics/Cultural Activism Enterprise in Practice (Project)	15 15	S2 S1 S2	P: Either 15 points of ENGL at 100-level with a B pass, or 30 points of ENGL at 100-level, or any 45 points from the Arts Schedule P: 120 points at 100-level or above

300-level (60 points)

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
YACL301	Civic Leadership: Leading for Change	15	S1	P: YACL101 and YACL201
YACL302	Leadership Project: Implementing Change	15	S2	P: YACL301
EDUC339	Globalisation, Social Justice and Education	30	S1	P: EDUC206 or any 30 points at 200 level of EDUC or SOCI, POLS, HIST, CULT, ANTH, or by permission of the Head of School

Schedule B to the Regulations for the Degree of Bachelor of Youth and Community Leadership

Students are required to complete at least 105 points from the courses listed below:

100-Level

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
ACCT152	Law and Business	15	S1	R: ACIS152, AFIS151, AFIS152
COMS101	Media and Society	15	S1	
EDUC103	Education, Culture and Society	15	S2	R: EDUC120 and TEDU111 EQ: TEDU111
GEOG106	Global Environmental Change	15	S2	R: GEOG103
HSRV104	Youth Realities	15	S1	R: SOWK104 EQ: SOWK104
MAOR108	Introduction to New Zealand Treaty Society	15	S2 SU2	R: CULT114, MAOR113 (prior to 2006) EQ: CULT114
MGMT100	Fundamental of Management	15	S1 S2	R: MGMT101
MKTG100	Principles of Marketing	15	S1 S2	R: MGMT102 EQ: MGMT102
PHIL139	Ethics, Politics and Justice	15	S2	
SOCI112	Global Society	15	S2	
TREO110	Conversational Māori for Absolute Beginners	15	S1 S2 SU2	R: MAOR105, MAOR110, MAOR111, MAOR112, MAOR115, MAOR124, MAOR125

200-Level

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
ANTH202	Politics, Power and Capitalism	15	NO	P: 15 points of ANTH or SOCI at 100-level; OR 45 points in related subjects with the approval of the Head of Department R: ANTH302
ANTH213	Environment, Development and Disaster	15	S2	P: 15 points of ANTH or SOCI at 100-level; OR 45 points in related subjects with the approval of the Head of Department R: ANTH313 EQ: ANTH313
COMS207	Social Media and Public Life	15	S2	P: 15 points at 100-level in COMS. Students without this prerequisite, but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Head of Department or the Undergraduate Coordinator for COMS R: COMS222 (2008-2012), DIGI207 EQ: DIGI207
COMS220	Special Topic: Planning Media Advocacy Campaigns	15	NO	P: 15 points at 100-level in COMS. Students without this prerequisite, but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Head of Department or the Undergraduate Coordinator for COMS
CULT206	From Bambi to Kong: the Animal in Popular Culture	15	S1	P: Either 15 points of ENGL at 100-level, or any 45 points from the Arts Schedule R: AMST236, AMST331, ENGL243, GEND213, GEND311, and ENGL349 EQ: ENGL243
HSRV204	Culture, Indigeneity and Citizenship: Critical Debates	15	S1	P: 30 points from HSRV101, HSRV201,

				HSRV103, HSRV104, SOWK101, SOWK102 and SOWK104. Students without this prerequisite but with at least 60 points in appropriate courses may enter the course with the permission of the Programme Coordinator
HSRV209	Special Topic: Gender, Animals and Social Justice	15	S1	P: 30 points of Human Services from HSRV101, HSRV102, HSRV103 and HSRV104 or SOWK101, SOWK102 and SOWK104. Students without this prerequisite but with at least 60 points in appropriate courses may enter the course with the permission of the Programme Coordinator
HSRV211	Community Development	15	S2	P: 30 points from HSRV101, HSRV102, HSRV103, HSRV104, SOWK101, SOWK102 and SOWK104. Students without this prerequisite but with at least 60 points in appropriate courses may enter the course with the permission of the Programme Coordinator
MAOR212	Māori & Indigenous Development	15	S1	P: Any 15 points at 100 level course in MAOR or TREO, or 30 points in 100-level courses in Arts, Education, Fine Arts, Music and Social Work, or by permission of the Head of School
MGMT206	Organisational Behaviour	15	S1	P: (1) MGMT100; and (2) a further 15 points in MGMT or MKTG or MSCI or STAT R: MGMT201, MGMT216 EQ: MGMT216
MGMT223	Innovation Management	15	S2	P: (1) MGMT100; and (2) a further 30 points from Commerce subjects
MGMT230	Business, Society and the Environment	15	S1 S2	P: (1) Any 60 points in ACCT, ECON, INFO, MGMT, MKTG, MSCI, PSYC, SOCI, COMS or (2) 60 points from Science R: MKTG230 EQ: MKTG230
POLS202	International Relations and Humanitarian Ideals	15	S2	P: 15 points in POLS at 100-level. Students not meeting the prerequisites but with at least a B average in 60 points in appropriate courses may be admitted to take Political Science and International Relations courses at the 200-level with the approval of the Head of Department and/or Programme Coordinator

300-Level

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
COMS305	Media and Social Change	30	NO	P: 30 points at 200-level in COMS. Students without this prerequisite, but with at least a B average in 60 points of relevant courses, may

				enter the course with the approval of the Department Coordinator or the Undergraduate Coordinator for COMS
COMS320	Strategic Campaign Development	30	S2	P: 30 points at 200-level in COMS. Students without this prerequisite, but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Coordinator or the Undergraduate Coordinator for COMS
MGMT324	International Entrepreneurship	15	S2	P: 45 points at 200-level or above in MGMT or MKTG
MGMT335	Business and Sustainability	15	S1	(1) MGMT230 or MKTG230; and (2) Any 45 points at 200-level or above in Commerce
MGMT343	Social Entrepreneurship	15	S2	P: Any 90 points at 200-level or above R: MGMT321
MKTG316	Digital Marketing	15	S2	P: (1) MKTG100, (2) 90 points from Commerce at 200-level or above
POLS304	Environmental Politics and Policy	30	S2	P: 30 points in POLS at 200-level. Students without 30 points at 200-level in POLS but with at least a B average in 75 points in appropriate courses may be admitted with the approval of the Head of Department and/or Programme Coordinator
SOCI361	Social Movements	30	S1	P: 30 points of SOCI including 15 points at 200-level; OR 30 points of SOCI or ANTH at 200-level; OR 60 points in related subjects including 30 points at 200-level with the approval of the Head of Department R: GEND227, GEND327, SOCI261
SOCI363	Investigation Social Worlds	30	S1	P: 30 points of SOCI including 15 points at 200-level; OR 30 points of SOCI or ANTH at 200-level; OR 60 points in related subjects including 30 points at 200-level with the approval of the Head of Department R: SOCI340, SOCI341

Certificate in Youth and Community Leadership (CertYCL – 60 points)

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

(a) These Regulations came into force on 1 January 2020.
(b) This certificate was first offered in 2020.

2. Variations

In exceptional circumstances the Dean of Education and Health Sciences may approve a personal programme of study which does not conform to these regulations.

3. The Structure of the Qualification

To qualify for the Certificate in Youth and Community Leadership a student must pass a minimum of 60 points from courses as specified in the Schedule to these Regulations.

4. Admission to the Qualification

A student must satisfy the Admission Regulations for the University to be admitted to this qualification.

5. Subjects

There are no majors or minors for this qualification.

6. Time Limits

The time limit for this qualification is 36 months.

7. Transfers of Credit, Substitutions and Cross-Credits

This qualification adheres to the General Conditions for Credit Recognition and Transfer Regulations with no additional stipulations.

8. Progression

This qualification adheres to the General Regulations for the University, with no additional stipulations.

9. Honours, Distinction and Merit

Honours, Distinction and Merit are not awarded for this qualification

10. Pathways to Other Qualifications

(a) A student who has completed the requirement for the Certificate of Youth and Community Leadership, but has not yet graduated, may apply to the Dean of Education and Health Sciences to be admitted to the Bachelor of Youth and Community Leadership and have credits transferred.

(b) A student who has graduated with the Certificate of Youth and Community Leadership from the University of Canterbury, may apply to the Dean of Education and Health Sciences to be admitted to the Bachelor of Youth and Community Leadership and have the Certificate subsumed according to the General Regulations of the University.

Schedule to the Regulations for the Certificate of Youth and Community Leadership

For full course information, go to www.canterbury.ac.nz/study/qualifications-and-courses

100-level

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
YACL101	Introduction to Youth Leadership: Leading Self	15	S1	
CHCH101	Strengthening Communities through Social Innovation	15	S2	
EDUC101	Spark! How & What People Learn	15	S2 / SU1	

200-level

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
YACL201	Social Leadership: Leading with Others	15	NO	P: YACL101

TEMPLATE 1
NEW QUALIFICATION

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	Master of Product Design (MProdDesign) and Postgraduate Certificate in Product Design (PGCertProdDesign) to be offered from 2021.

EXECUTIVE SUMMARY

This proposal is to introduce a 180-point Master of Product Design (MProdDesign), which can be undertaken by students who have completed a Bachelor of Product Design, a Conjoint Bachelor of Product Design and Science (BProdDesign/BSc), a Conjoint Bachelor of Product Design and Commerce (BProdDesign/BCom), or a design-related degree such as engineering, or design degrees from other institutions, to a high standard and who wish to engage in design research and development.

This proposal also introduces a 60-point Postgraduate Certificate in Product Design (PGCertProdDesign) qualification to serve as an exit qualification from the Master of Product Design (MProdDesign). It can also be undertaken by students who have completed any NZQF Level 7 Bachelor's degree to a high standard and who wish to learn about product design but do not intend to complete the project component of the MProdDesign.

The Master of Product Design will provide advanced training through to NZQA Level 9 and also serve as a pathway for graduates of our undergraduate product design qualifications to the existing PhD (Product Design) degree at the University of Canterbury, a need signalled at the time the latter degree was approved during 2018.

The proposed Master of Product Design aligns closely with UC, College and School strategic priorities and aims to meet the components of the UC Statement of Strategic Intent in the following ways:

Challenge, *Recruit*: Our research indicates that the programme will attract domestic students, in particular, graduates of the Bachelor of Product Design, Conjoint Bachelor of Product Design and Science, Bachelor of Product Design and Commerce and Bachelor of Engineering with Honours, as well as graduates of other design-related degrees in New Zealand.

Concentrate, *Research quality:* The significant research undertaken for theses will enhance the university's already growing reputation as a centre for product design research.

Concentrate, *Effective teaching*: As a team-taught programme with input from staff across the three majors within the School of Product Design, it makes effective use of teachers, without overloading any one discipline.

Connect, *Māori and Pasifika engagement:* The MProdDesign will foster scholarship on product design practice in Aotearoa-New Zealand and as it affects Tangata Whenua, Tangata Tiriti and Pasifika peoples. There will be an emphasis throughout the degree on the interactions of Māori and Pasifika communities with design academics and practitioners and Kaupapa Māori methodologies and research methods will be encouraged. These aspects of the programme are likely to lead some students to choose thesis topics that support Māori and Pasifika communities' aspirations.

Connect, *Collaboration with stakeholders:* The MProdDesign will strengthen the connections the university and the School of Product Design have to industry. Industry stakeholders are eager to contribute to the design and teaching of the degree, offer project and development opportunities, and to recruit students with advanced knowledge in product design.

Note: The MProdDesign stands alone but it is intended that it be introduced at the same time as another, related degree, the Master of Product Innovation (MProdInnovation). The two degrees share some common goals, thus the two CUAP applications also contain common material in some sections. The degrees will share some taught courses but the latter degree is intended to cater to students who wish to engage in product innovation but who have a first qualification that is not closely related to design.

Market research for the MProdDesign carried out through an online survey of second-year students in the Bachelor of Product Design and related conjoint degree programmes indicated strong support for a master's degree in product design. Earlier market research undertaken by ResearchFirst in relation to the Bachelor of Product Design indicated mixed views with respect to the length of a desirable qualification, with some who are keen to get into employment valuing the short duration of a 3-year degree "as long as they come out with something good", others seeing a 4-year degree as a normal expectation, with 5 years seen as a sign of commitment to an employer. The 4.5-year combination of the BProdDesign and an MProdDesign should therefore be an attractive option to develop advanced training. The MProdDesign is also expected to appeal to those who have taken a broader path at the Bachelor's level as an additional point of difference.

Industry members of the School of Product Design Advisory Board were asked to comment on the desirability of a Master's qualification and they agreed that this would be a desirable qualification from their perspective.

We expect that 10% of Bachelor's students in product design would stay on for the MProdDesign, meaning around 15-20 domestic students enrolled annually, boosted by graduates from other design programmes around New Zealand, including engineering degree graduates. We expect the demand from international students to be strong and will be targeting around 6 full fee-paying students annually.

We do not expect there to be a large demand for the PGCertProd Design, as it serves mainly as an exit qualification from the MProdDesign.

Treaty of Waitangi

The proposal is consistent with the University's commitment to the principles of the Treaty of Waitangi by:

Hōtaka Kōunga (Quality Programmes) with a learning objective that focuses on the ability of graduates to understand the effects of values, culture, language, roles and objectives of different stakeholders, including tangata whenua, relevant to product design.

Mahi Rangahau (Research) that will develop a 'building value' approach to researching new solutions to challenges relevant to product design in a changing global environment. Kaupapa Māori methodologies and research methods will be discussed in PROD601: Design Critique and Research Methods.

Nga Hononga (Strategic Relationships) through teaching by Māori scholars to develop bicultural competence and confidence, and through using product design relevant to Māori as case studies and teaching projects.

The MProdDesign will produce graduates endowed with the skills, knowledge and attributes necessary to engage in advanced development of design concepts. This will involve the inclusion within courses of material that aims to foster cultural competence in graduates, and that includes Mātauranga Māori as appropriate. The effect of adherence (or non-adherence) to the principles of the Treaty of Waitangi on inclusive design will be discussed in a number of courses that make up this degree, with development content guided by discussions with our Kaiarahi. All academic staff in the School of Product Design are (at the time of writing) having one-to-one sessions with our Kaiarahi as part of an on-going process to identify opportunities for bicultural inclusiveness.

Thus, the new qualifications align with the University's Rautaki Whakawhanake Kaupapa Māori, Strategy for Māori Development. Staff teaching into the Masters programme will work closely with the Māori Development Team to support Ākonga Poipoiā (Māori student retention and achievement) within the MProdDesign.

We expect some students to choose thesis/project topics directly related to Kaupapa Māori and Mātauranga Māori, as well as topics that support Māori communities' aspirations. We have built in a formal requirement to PROD690 Product Design Thesis for all students, at the time their topic is confirmed, to have a written statement addressing relevance to Māori, similar to the "Vision Matauranga" statement currently required when bidding for NZ tax payer-funded research grants (e.g. grant applications to Ministry of Business, Innovation and Employment). The requirement is that relevance is clearly outlined in writing with a description of how the thesis addresses issues/opportunities; where no specific relevance is identified, the process by which this conclusion is drawn must be clearly stated in writing. In all cases, this statement will be formally included in the front section of the research thesis.

Outcome Statement

The Master of Product Design will produce graduates who

- have a wide general knowledge of theory and practice across the field of Product Design;
- have a deep, thorough, and expert knowledge of their own sub-field within Product Design;
- have produced an extended and thorough piece of original research into some aspect of Product Design;
- can apply their advanced research and writing skills, and their knowledge of product design, to working in a range of professional, commercial, consultancy, community, government,

educational, or higher-education academic contexts.

The Postgraduate Certificate in Product Design will produce graduates who

- have a wide knowledge of product design at an advanced level;
- have a thorough knowledge of the product design process;
- can apply research and writing skills, and their knowledge of product design, to working in a range of professional, commercial, consultancy, community, government, educational, or higher-education academic contexts.

Graduate Profile

A graduate of the MProdDesign will have:

- shown evidence of advanced knowledge of product design practice
- have demonstrated deep critical reflection on their own, and others', design practice
- demonstrated mastery of sophisticated theoretical subject matter related to design
- evaluated critically the findings and discussions in the literature
- researched, analysed and argued from evidence
- worked independently and applied knowledge to new situations
- engaged in rigorous intellectual analysis, criticism and problem-solving.
- demonstrated a high order of skill in the planning, execution and completion of a piece of original research or creative work
- applied such skills learned during the study programme to new situations.

The research will be completed to internationally recognised standards and demonstrate that the graduate has a capacity for independent thinking.

MProdDesign Graduate Profile	Compulsory Courses			Elective Courses								
	PROD690	PROD601	PROD602	PROD611	PROD612	PROD613	PROD614	PROD621	PROD622	PROD623	PROD631	PROD632
shown evidence of advanced knowledge of product design practice	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
have demonstrated deep critical reflection on their own, and others', design practice	✓	✓		✓		✓	✓		✓			
demonstrated mastery of sophisticated theoretical subject matter related to design	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
evaluated critically the findings and discussions in the literature	✓	✓	✓				✓	✓				
researched, analysed and argued from evidence	✓						✓		✓	✓		✓
worked independently and applied knowledge to new situations	✓				✓						✓	
engaged in rigorous intellectual analysis, criticism and problem-solving.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
demonstrated a high order of skill in the planning, execution and completion of a piece of original research or creative work	✓											
applied such skills learned during the study programme to new situations.	✓	✓	✓									
The research will be completed to internationally recognised standards and demonstrate that the graduate has a capacity for independent thinking.	✓											

A graduate of the PGCertProdDesign will have:

- demonstrated mastery of theoretical subject matter related to product design
- evaluated critically the findings and discussions in the literature around product design
- engaged in rigorous intellectual analysis, criticism and problem-solving.

PGCertProdDesign Graduate Profile	Compulsory Courses		Elective Courses								
	PROD601	PROD602	PROD611	PROD612	PROD613	PROD614	PROD621	PROD622	PROD623	PROD631	PROD632
demonstrated mastery of theoretical subject matter related to product design		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
evaluated critically the findings and discussions in the literature around product design	✓					✓	✓				
engaged in rigorous intellectual analysis, criticism and problem-solving.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Programme Overview

Students will normally begin with the required taught courses PROD601 and PROD602 in their first semester of study. Two further (elective) taught courses will be taken either in parallel with the two

required courses or in their second semester of study. Depending upon the timing of the taught courses (each worth 15 points), the balance of the 60 points full-time study in a particular semester will be taken up with independent research towards the 120-point PROD690 Product Design Thesis, under the guidance of an academic with appropriate expertise. The initial activity in the PROD690 thesis will be to identify and scope out a suitable topic, in consultation with a chosen academic supervisor. While this might begin in parallel to PROD601 and PROD602, there will be sufficient time to develop the scope as the degree progresses. The normal pattern will be that a student will complete 60 points of taught courses before beginning work on the 120-point PROD690 thesis. A rapid identification and scoping of the topic will be possible in this standard situation in light of the prior taught courses, wherein we would expect most students to begin their identification of suitable topics from the beginning of their enrolment in the MProdDesign.

The PGCert is suitable for students with a design-related background. Students who enter the PGCertProdDesign will enrol in the two required taught courses PROD601 and PROD602 and a further two elective courses from Schedule B to the Regulations for the degree of Master of Product Design in their first semester of study, with the aim of completion after a single semester. Students who discontinue a Master of Product Design degree and who have not at the time of transfer completed all the courses required to complete the PGCertProdDesign may need to undertake a subsequent course of study that could include part-time enrolment.

Prescriptions for new courses

PROD690 Product Design Thesis (required, 120 points)

Students will carry out independent research and advanced design practice in their chosen area, supervised by an experienced academic with expertise relevant to the topic.

PROD601 Design Critique and Research Methods (required, 15 points)

Two main components of Research Methods and Design Critique are envisaged in this course. Research Methods part will provide knowledge on the academic research endeavour, necessary for any post-graduate student; how to write a research proposal, define design problems and research methodologies. Design Critique will contribute to the development of critical enquiry and thinking into design. This part will provide a holistic approach in evaluation of designed products and services; from aesthetic to environmental point of view.

PROD602 Systems Thinking for Product Design (required, 15 points)

Applied systems thinking for product and service design. Construction and analysis of linear and non-linear models of interconnected systems relevant to product design such as growth/decay, population dynamics, social media behaviours, urban dynamics, sensor-response feedback loops, supply and demand, pollution modelling, consumer and end-user behaviours.

PROD611 Design and Manufacture (elective, 15 points)

Understand a designer's role in and approach to classic and contemporary manufacturing processes. Identify optimal materials and production processes necessary to create specific Product designs, functionalities and details. Translate the knowledge and skills attained into alternative process thinking and consequent applications as products or systems. Provide a holistic approach in evaluation of designed products and processing from aesthetics to environmental impact.

PROD612 Bio-Inspired Design (elective, 15 points)

Form, function, and process-based inspiration from biology in design. Biomimetics, bionics and bio-inspired technology. Students will be required to study models, systems, and elements of nature for the purpose of solving complex human problems. Top-down and bottom-up design processed in bio-inspired design. Systematic identification of key aspects of biological design as found in living systems and organisms taken from scientific literature. Transfer of biological terms into technology based design requirements in fields including locomotion, air- and hydrodynamics, anti-fouling, architecture, adhesion, swarm intelligence and energy recovery. Students will be asked to study existing examples and develop their own individual design based on a specific living organism.

PROD613 The Development of Interdisciplinary Practice and Self (elective, 15 points)

Construction and analysis of self-structured self-reflection, developing management skills of self and others, continuing professional development, responding to change, moral consciousness, improving leadership, emotional intelligence, reflective and reflexive practice, career development, definition of team roles and personal behaviours, giving and receiving constructive feedback, adapting to change, conflict management and process mapping visual methods for construction and analysis of personal career and professional development.

PROD614 Design Ethics (elective, 15 points)

This course intends to provoke thought and reflection over the role of the designer and their responsibilities. Literature on the subject of ethics, morality and responsibility in product design is reviewed and discussed; the key agents who possess responsibility in design are also explored. The content of this course serves a variety of important roles in the education of master's level designers. Firstly the class will develop an understanding of the concepts of ethics in design in a practical sense for those conducting design activities (and particularly design research activities); introducing the concepts of participants' informed consent and reasonable measures for ensuring compliance in a design project. Secondly, it will introduce students to the many aspects of ethical and moral debate within the contemporary product design industry, ranging from concerns related to sustainability to the idea of responsibility in design to the concept of "good works" in design. Lastly through the nature of the course and its assessment it will develop student's research competencies, communication and debating skills, all core skillsets in the contemporary designers' tool kit.

PROD621 Games for Health and Well-Being (elective, 15 points)

This course will provide students with a thorough understanding of designing serious games for health and wellness. Students will use the knowledge and skills developed in this course to create games as tools for improving health and wellbeing, from supporting healthy lifestyle habits and motivating physical activity, to management of illness and as training materials for healthcare professionals to support their delivery of care.

PROD622 Immersive Collaborative Play and Design (elective, 15 points)

Design thinking for immersive collaboration focusing on play and design applications in the contexts of both academic research and business. Learn and apply human-centred design principle, rapid prototyping and digital prototyping for an immersive interactive experience. Explore different collaborative design processes, design cycle and integrate the immersive design tools. Apply research methods relevant for validating the interaction, experience, or product design to support immersive collaboration. Mini-hackathon for an iterative process of ideation, goal setting, market research, building, product pitching.

PROD623 Gamification for Enterprises (elective, 15 points)

This course will teach students about the application of game elements and digital game design techniques to business and enterprises. Students will learn about the mechanisms of gamification and potential uses in enterprises, and how to use it effectively.

PROD631 Fragrance Design (elective, 15 points)

The course covers theory and practice of fragrance design, both in terms of fragrance (perfume) products and incorporation of fragrance into other formulated products e.g. personal care products, household cleaning products, and industrial products.

PROD632 Advanced Topics in Cosmetic Product Formulation (elective, 15 points)

The course addresses eight distinct yet interrelated topics, which are based on trends in cosmetic product formulation. The topics range from identifying advance technology-driven processes and raw materials to quality assurance and preservation. Formulating products with ingredients of natural origin are discussed while additionally focussing on the development of sustainable cosmetic formulations. The content continues with few other important aspects; product evaluation, claims substantiation and safety assessment.

2021 UC Calendar page number XXX

The Degree of Master of Product Design (MProdDesign - 180 points)

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

These Regulations came into force on 1 January 2021.

2. Variations

In exceptional circumstances the College of Engineering Dean (Academic) may approve a personal programme of study which does not conform to these Regulations.

3. The structure of the qualification

To qualify for the Master of Product Design degree a student must complete a programme of study that consists of courses totalling not less than 180 points including:

(a) all courses listed in Schedule A; and

(b) at least 30 points of courses selected from Schedule B

4. Admission to the qualification

A student for the Master of Product Design must have:

(a) either

i. qualified for the award of the Degree of Bachelor of Product Design with the equivalent of a GPA of 5.0 or more in their 300-level PROD courses; or

ii. qualified for the award of the Conjoint Degree of Bachelor of Product Design and Commerce with the equivalent of a GPA of 5.0 or more in their 300-level PROD design-centred courses; or

iii. qualified for the award of the Conjoint Degree of Bachelor of Product Design and Science with the equivalent of a GPA of 5.0 or more in their 300-level PROD design-centred courses; or

iv. qualified for the award of another appropriate design-related degree in New Zealand with the equivalent of a GPA of 5.0 or more in their 300-level or higher design-centred courses; or

v. been admitted with Academic Equivalent Standing; and

(b) been approved as a student for the degree by the College of Engineering Dean (Academic) based on relevance and standard of previous study.

5. Subjects

There are no majors, minors or endorsements for this qualification.

6. Time limits

(a) A student must study full-time unless approval for part-time study is granted by the College of Engineering Dean (Academic).

(b) The time limit for this qualification is 36 months.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the Credit Recognition and Transfer Regulations, with no additional stipulations.

8. Progression

This qualification adheres to the General Regulations for the University, which permits 30 points of course failures to qualify for the degree, with no additional stipulations.

9. Honours, Distinction and Merit

This qualification adheres to the General Regulations for the University and may be awarded with Distinction or Merit.

10. Pathways to other qualifications

(a) A Master of Product Design student demonstrating high research potential may, with the support of the relevant Head of Department, apply to transfer to a PhD degree, with thesis enrolment backdating as approved by the Dean of Postgraduate Research. If approved, the Master of Product Design degree must be abandoned.

(b) A graduate of the Master of Product Design will be eligible for entry to a PhD degree in Product Design, subject to approval by the Dean of Postgraduate Research.

(c) Students who complete a minimum of 60 points in the Master of Product Design but do not complete the qualification may apply to the College of Engineering Dean (Academic) to graduate with a Postgraduate Certificate in Product Design.

Schedule A to the Regulations for the Degree of Master of Product Design

PROD690 Product Design Thesis

PROD601 Design Critique and Research Methods

PROD602 Systems Thinking for Product Design

Schedule B to the Regulations for the Degree of Master of Product Design

PROD611 Design and Manufacture

PROD612 Bio-Inspired Design

PROD613 The Development of Interdisciplinary Practice and Self

PROD614 Design Ethics

PROD621 Games for Health and Well-Being

PROD622 Immersive Collaborative Play and Design

PROD623 Gamification for Enterprises

PROD631 Fragrance Design

PROD632 Advanced Topics in Cosmetic Product Formulation

or

any course in the University at 400-level or higher approved for this endorsement by the Dean of Engineering (Academic).

2021 UC Calendar page number XXX

Postgraduate Certificate in Product Design (PGCertProdDesign - 60 points)

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

These Regulations came into force on 1 January 2021.

2. Variations

In exceptional circumstances the College of Engineering Dean (Academic) may approve a personal programme of study which does not conform to these Regulations.

3. The structure of the qualification

To qualify for the Postgraduate Certificate in Product Design a student must complete a programme of study that consists of courses totalling not less than 60 points including:

(a) 30 points from the courses listed in Schedule A to the Regulations for the degree of Master of Product Design; and

(b) at least 30 points selected from the courses listed in Schedule B to the Regulations for the degree of Master of Product Design.

4. Admission to the qualification

A student for the Postgraduate Certificate in Product Design must have:

(a) either

i. qualified for the award of the Degree of Bachelor of Product Design with the equivalent of a GPA of 5.0 or more in their 300-level PROD courses; or

ii. qualified for the award of the Conjoint Degree of Bachelor of Product Design and Commerce with the equivalent of a GPA of 5.0 or more in their 300-level PROD design-centred courses; or

iii. qualified for the award of the Conjoint Degree of Bachelor of Product Design and Science with the equivalent of a GPA of 5.0 or more in their 300-level PROD design-centred courses; or

iv. qualified for the award of another appropriate design-related degree in New Zealand with the equivalent of a GPA of 5.0 or more in their 300-level or higher design-centred courses; or

v. been admitted with Academic Equivalent Standing; and

(b) been approved as a student for the degree by the College of Engineering Dean (Academic) based on relevance and standard of previous study.

5. Subjects

There are no majors, minors or endorsements for this qualification.

6. Time limits

(a) A student may complete this qualification by either full-time or part-time study.

(b) The time limit for this qualification is 18 months full-time or 24 months part-time.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the Credit Recognition and Transfer Regulations, with no additional stipulations.

8. Progression

A student is permitted to repeat a maximum of two courses.

9. Honours, Distinction and Merit

This certificate is not awarded with honours, distinction or merit.

10. Pathways to other qualifications

(a) A student who has completed the requirements for the PGCertProdDesign with a Grade Point Average of 5.0 or better and has not yet graduated with the Certificate may apply to the College of Engineering Dean (Academic) to be admitted to either the Master of Product Design or the Master of Product Innovation and have credits transferred.

(b) A student who has graduated with a PGCertProdDesign from the University of Canterbury with a Grade Point Average of 5.0 or better may apply to the College of Engineering Dean (Academic) to be admitted to either the Master of Product Design or the Master of Product Innovation and have their PGCertProdDesign subsumed in accordance with the General Regulations to the University.

(c) There are no exit qualifications for this Certificate.

TEMPLATE 1
NEW QUALIFICATION 2019

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	Master of Product Innovation (MProdInnovation) and Postgraduate Certificate in Product Innovation(PGCertProdInnovation)
Year of introduction	2021
Department or School	School of Product Design

EXECUTIVE SUMMARY

This proposal is to introduce a 180-point Master of Product Innovation (MProdInnovation) degree, which can be undertaken by students who have completed any NZQF Level 7 Bachelor's degree to a high standard and who wish to engage in product innovation and development.

The Master of Product Innovation will provide advanced training through to NZQA Level 9.

This proposal also introduces a 60-point Postgraduate Certificate in Product Innovation (PGCertProdInnovation) qualification to serve as an exit qualification from the Master of Product Innovation (MProdInnovation). It can also be undertaken by students who have completed any NZQF Level 7 Bachelor's degree to a high standard and who wish to learn about product innovation and development but do not intend to complete the project component of the MProdInnovation.

The proposed Master of Product Innovation aligns closely with UC, College and School strategic priorities and aims to meet the components of the UC Statement of Strategic Intent in the following ways:

- Challenge, *Recruit*: Our research indicates that the programme will attract domestic and international students who wish to apply their expertise from their undergraduate studies to product innovation.
- Concentrate, *Research quality:* The significant research required to support projects will enhance the university's already growing reputation as a centre for product design research and increase the impact of the Centre for Entrepreneurship.
- Concentrate, *Effective teaching*: As a team-taught programme with input from staff across the Centre for Entrepreneurship, industrial mentors and staff teaching into the three majors within the School of Product Design as well as other areas of the University, it makes effective use of teachers, without overloading any one discipline.
- Connect, *Māori and Pasifika engagement:* The MProdInnovation will foster scholarship on product innovation practice in Aotearoa-New Zealand and as it affects Tangata Whenua, Tangata Tiriti and Pasifika peoples. There will be an emphasis throughout the degree on the

interactions of Māori and Pasifika communities with innovation academics and practitioners and Kaupapa Māori methodologies and research methods will be encouraged. These aspects of the programme are likely to lead some students to choose project topics that support Māori and Pasifika communities' aspirations.

- Connect, *Collaboration with stakeholders:* The MProdInnovation will strengthen the connections the university, the Centre for Entrepreneurship and the School of Product Design have to industry. Industry stakeholders are eager to contribute to the design and teaching of the degree, offer project and development opportunities, and to recruit students with advanced knowledge in product innovation.

Note: The MProdInnovation stands alone but it is intended that it be introduced at the same time as another, related degree, the Master of Product Design (MProdDesign). The two degrees share some common goals, thus the two CUAP applications also contain common material in some sections. The degrees will share some taught courses but the latter degree is intended to cater to students who have a first qualification that is in or is closely related to product design.
Industry members of the School of Product Design Advisory Board were asked to comment on these qualifications and they agreed that this would be a highly desirable qualification from their perspective.

We expect around 10-15 domestic students will enrol annually in the Master's degree, boosted by a strong demand from international students. We will be targeting, conservatively for budgeting purposes, around 6 full fee-paying students annually.

We do not expect there to be a large demand for the PGCertProdInnovation, as it serves mainly as an exit qualification from the MProdInnovation.

Qualification

The MProdInnovation is a 180-point qualification that builds upon a Bachelor's degree and provides outcomes demonstrably in advance of undergraduate study, requiring the individual students to engage in research and/or advanced scholarship. The 90-point project will be at Level 9, and the remaining 90 points are at least Level 8, thus exceeding the requirements of the NZQA definition of a Master's Degree. Minimum entry requires completion of a NZQF Level 7 Bachelor's degree.

The PGCertProdInnovation is a 60-point qualification that builds upon a Bachelor's degree and provides outcomes demonstrably in advance of undergraduate study, and comprises a subset of the (at least Level 8) taught courses required for the Master of Product Innovation degree. Minimum entry requires completion of a NZQF Level 7 Bachelor's degree. At least one course from the UC Business School is required to complete the qualification.

Treaty of Waitangi

The proposal is consistent with the University's commitment to the principles of the Treaty of Waitangi by:

1. Hōtaka Kōunga (Quality Programmes) with a learning objective that focuses on the ability of graduates to understand the effects of values, culture, language, roles and objectives of different stakeholders, including tangata whenua, relevant to product innovation.
2. Mahi Rangahau (Research) that will develop a 'building value' approach to researching new solutions to challenges relevant to product design in a changing global environment. Kaupapa Māo methodologies and research methods will be discussed in PROD601: Design Critique and Research

Methods.

3. Nga Hononga (Strategic Relationships) through teaching by Māori scholars to develop bicultural competence and confidence, and through using product design relevant to Māori as case studies and teaching projects.

The MProdInnovation will produce graduates endowed with the skills, knowledge and attributes necessary to engage in advanced development of design/service concepts. This will involve the inclusion within courses of material that aims to foster cultural competence in graduates, and that includes Mātauranga Māori as appropriate. The effect of adherence (or non-adherence) to the principles of the Treaty of Waitangi on inclusive design will be discussed in a number of courses that make up this degree, with development of content guided by discussions with our Kaiarahi. All academic staff in the School of Product Design are (at the time of writing) having one-to-one sessions with our Kaiarahi as part of an on-going process to identify opportunities for bicultural inclusiveness.

Thus, the new qualification aligns with the University's Rautaki Whakawhanake Kaupapa Māori, Strategy for Māori Development. Staff teaching into the Masters programme will continue to work closely with the Māori Development Team to support Ākonga Poipoiā (Māori student retention and achievement) within the MProdInnovation.

We expect some students to choose project topics directly related to Kaupapa Māori and Mātauranga Māori, as well as topics that support Māori communities' aspirations. We have built in a formal requirement to INNOV680 Product Innovation Project for all students, at the time their topic is confirmed, to have a written statement addressing relevance to Māori, similar to the "Vision Matauranga" statement currently required when bidding for NZ tax payer-funded research grants (e.g. grant applications to Ministry of Business, Innovation and Employment). The requirement is that relevance is clearly outlined in writing with a description of how the project addresses issues/opportunities; where no specific relevance is identified, the process by which this conclusion is drawn must be clearly stated in writing. In all cases, this statement will be formally included in the front section of the project report.

Outcome Statement

The Master of Product Innovation will produce graduates who

- have a wide general knowledge of theory and practice across the field of Product Innovation;
- have a deep, thorough, and expert knowledge of the process of innovation;
- have produced an extended and thorough project in product innovation practice;
- can apply research and writing skills, and their knowledge of product innovation, to working in a range of professional, commercial, consultancy, community, government, educational, or higher-education academic contexts.

The Postgraduate Certificate in Product Innovation will produce graduates who

- have a wide knowledge of product innovation at an advanced level;
- have a thorough knowledge of the process of innovation;
- can apply research and writing skills, and their knowledge of product innovation, to working in a range of professional, commercial, consultancy, community, government, educational, or higher-education academic contexts.

Graduate Profile

A graduate of the MProdInnovation will have:

- shown evidence of advanced knowledge of product/service innovation practice
- demonstrated mastery of theoretical subject matter related to product innovation
- advanced knowledge of business practice related to product innovation
- evaluated critically the findings and discussions in the literature around product innovation practice related to their product/service development
- researched, analysed and argued from evidence
- worked independently and applied knowledge to new situations
- engaged in rigorous intellectual analysis, criticism and problem-solving.
- demonstrated a high order of skill in the planning, execution and completion of a piece of original product or service innovation
- applied such skills learned during the study programme to new situations.

MProdInnovation Graduate Profile	Compulsory Courses					Elective Courses								
	INOV680	PROD601	PROD602	MBUS601*	MBAZ673*	PROD611	PROD612	PROD613	PROD614	PROD621	PROD622	PROD623	PROD631	PROD632
shown evidence of advanced knowledge of product/service innovation practice	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓
demonstrated mastery of theoretical subject matter related to product innovation	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
advanced knowledge of business practice related to product innovation				✓	✓									
evaluated critically the findings and discussions in the literature around product innovation practice related to their product/service development	✓	✓							✓	✓				
researched, analysed and argued from evidence	✓		✓						✓		✓	✓		✓
worked independently and applied knowledge to new situations	✓						✓						✓	
engaged in rigorous intellectual analysis, criticism and problem-solving.	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
demonstrated a high order of skill in the planning, execution and completion of a piece of original product or service innovation	✓													
applied such skills learned during the study programme to new situations.	✓	✓	✓											
*MBUS601 and/or MBAZ673 may be replaced by other UC Business School courses on a case-by-case basis to avoid duplication of prior learning														

A graduate of the PGCertProdInnovation will have:

- demonstrated mastery of theoretical subject matter related to product innovation
- advanced knowledge of business practice related to product innovation
- evaluated critically the findings and discussions in the literature around product innovation
- engaged in rigorous intellectual analysis, criticism and problem-solving.

PGCertProdInnovation Graduate Profile	Compulsory Courses		At Least One Of		Elective Courses								
	PROD601	PROD602	MBUS601*	MBAZ673*	PROD611	PROD612	PROD613	PROD614	PROD621	PROD622	PROD623	PROD631	PROD632
demonstrated mastery of theoretical subject matter related to product innovation		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
advanced knowledge of business practice related to product innovation			✓	✓									
evaluated critically the findings and discussions in the literature around product innovation	✓							✓	✓				
engaged in rigorous intellectual analysis, criticism and problem-solving.	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
*MBUS601 and/or MBAZ673 may be replaced by other UC Business School courses on a case-by-case basis to avoid duplication of prior learning													

Programme Overview

The MProd Innovation is suitable for students without a design-related background (i.e. who may not possess user-centred ideation skills and experience) but is not restricted to such students; the main common thread is that candidates will be seeking to develop one or more ideas for potential commercial outcomes. It offers the opportunity to develop innovations aligned with prior knowledge of a discipline for those with no prior design experience but also offers further depth for those with a design degree who wish to focus more on product innovation (i.e. developing an entrepreneurial product idea) than product

design (i.e. design practice research). We understand that the 90-point project is larger than the norm for CUAP guidelines on non-cognate master's degrees but this Product Innovation degree is not entirely "non-cognate". The entry requirement includes approval by the College of Engineering Dean (*"on the basis of relevance and standard of previous study"*), who will assess the likelihood for success based upon an applicant's prior knowledge. An example might be a student wishing to develop ideas for an innovative system that includes a mobile app. A background qualification that includes appropriate computer science subjects *or* demonstrable experience with app development/computer coding would be a reasonable requirement for entry. Similarly, a student wishing to pursue innovation ideas around a formulated product would be expected to have prior knowledge of chemistry, pharmacy or a related discipline. Thus, most students are expected to be developing project ideas aligned with their prior degree discipline, while those who pursue ideas outside of their first degree discipline will be expected to show they have appropriate background knowledge, which could have been gained through elective courses taken within their first degree or through training or experiences gained outside of their first degree. A key element of the degree is a significant experiential project in which the students develop their ideas, with the ultimate aim of generating new enterprises, under both academic supervision and industry/business mentorship. The required balance between the business model development and the product/service design/prototyping is expected differ from one project to another. While undertaking their projects, students will be embedded in the UC Centre for Entrepreneurship innovation ecosystem, which provides an immersive learning experience through informal but frequent encounters with other innovative and entrepreneurial students who are engaged in a range of innovation programmes across disciplines and year-levels, as well as a variety of workshops, competitions and other activities designed to foster innovation at UC. This offers a unique learning environment that cannot be as effective with a smaller project weighting. Students will normally begin with the required taught courses PROD601 and PROD602 in their first semester of study. Four further (elective) taught courses will normally be taken in parallel with the two required courses and in their second semester of study. Depending upon the timing of the taught courses (each worth 15 points), the balance of the 60 points full-time study in any semester will be taken up with independent work towards the 90-point INOV680 Product Innovation Project, under the guidance of an industrial mentor and an academic with appropriate expertise. The initial activity in the INOV680 project will be to identify and scope out a suitable topic, in consultation with the Director of the Centre for Entrepreneurship. While this might begin in parallel to PROD601 and PROD602, there will be sufficient time to develop the scope as the degree progresses. For a student who completes 60 points of taught courses before beginning work on the INOV680 Project, a more rapid identification and scoping of the topic will be possible in light of the prior taught courses, and we would expect most students to have entered the programme with a nascent idea already in their minds or to have begun their exploration of potential topics from the beginning of their enrolment in the MProdInnovation.

The PGCertProdInnovation is suitable for students without a design-related background (i.e. who may not possess user-centred ideation skills and experience) but is not restricted to such students; the main common thread is that candidates will be seeking to develop knowledge related to product innovation. Students will be studying alongside project students embedded in the UC Centre for Entrepreneurship innovation ecosystem, which provides an immersive learning experience through informal but frequent encounters with other innovative and entrepreneurial students who are engaged in a range of innovation programmes across disciplines and year-levels, as well as a variety of workshops, competitions and other activities designed to foster innovation at UC. Students who enter the PGCertInnovation will enrol in the two required taught courses PROD601 and PROD602 and a further two elective courses in their first semester of study, with the aim of completion after a single semester (where "Semester" in this context is

intended to cover the period of both a standard UC Semester and appropriate UC Business School Terms, which may fall outside of the standard UC Semester timetable.) At least one of the elective courses must be chosen from the UC Business School. Students who discontinue a Master of Product Innovation degree and who have not at the time of transfer completed all the courses required to complete the PGCertProdInnovation may need to undertake a subsequent course of study that could include part-time enrolment.

Prescriptions for new courses

INOV680 Product Innovation Project (required, 90 points)

Students will carry out independent product/service innovation and development in their chosen area, mentored by an industrial supervisor and an experienced academic with expertise relevant to the topic.

PROD601 Design Critique and Research Methods (required, 15 points)

Two main components of Research Methods and Design Critique are envisaged in this course. Research Methods part will provide knowledge on the academic research endeavour, necessary for any post-graduate student; how to write a research proposal, define design problems and research methodologies. Design Critique will contribute to the development of critical enquiry and thinking into design. This part will provide a holistic approach in evaluation of designed products and services; from aesthetic to environmental point of view.

PROD602 Systems Thinking for Product Design (required, 15 points)

Applied systems thinking for product and service design. Construction and analysis of linear and non-linear models of interconnected systems relevant to product design such as growth/decay, population dynamics, social media behaviours, urban dynamics, sensor-response feedback loops, supply and demand, pollution modelling, consumer and end-user behaviours.

PROD611 Design and Manufacture (elective, 15 points)

Understand a designer's role in and approach to classic and contemporary manufacturing processes. Identify optimal materials and production processes necessary to create specific Product designs, functionalities and details.
Translate the knowledge and skills attained into alternative process thinking and consequent applications as products or systems. Provide a holistic approach in evaluation of designed products and processing from aesthetics to environmental impact.

PROD612 Bio-Inspired Design (elective, 15 points)

Form, function, and process-based inspiration from biology in design. Biomimetics, bionics and bio-inspired technology. Students will be required to study models, systems, and elements of nature for the purpose of solving complex human problems. Top-down and bottom-up design processed in bio-inspired design. Systematic identification of key aspects of biological design as found in living systems and organisms taken from scientific literature. Transfer of biological terms into technology based design requirements in fields including locomotion, air- and hydrodynamics, anti-fouling, architecture, adhesion, swarm intelligence and energy recovery. Students will be asked to study existing examples and develop their own individual design based on a specific living organism.

PROD613 The Development of Interdisciplinary Practice and Self (elective, 15 points)

Construction and analysis of self-structured self-reflection, developing management skills of self and others, continuing professional development, responding to change, moral consciousness, improving leadership, emotional intelligence, reflective and reflexive practice, career development, definition of team roles and personal behaviours, giving and receiving constructive feedback, adapting to change, conflict management and process mapping visual methods for construction and analysis of personal career and professional development.

PROD614 Design Ethics (elective, 15 points)

This course intends to provoke thought and reflection over the role of the designer and their responsibilities. Literature on the subject of ethics, morality and responsibility in product design is reviewed and discussed; the key

agents who possess responsibility in design are also explored. The content of this course serves a variety of important roles in the education of masters level designers. Firstly the class will develop an understanding of the concepts of ethics in design in a practical sense for those conducting design activities (and particularly design research activities); introducing the concepts of participants informed consent and reasonable measures for ensuring compliance in a design project. Secondly, it will introduce students to the many aspects of ethical and moral debate within the contemporary product design industry, ranging from concerns related to sustainability to the idea of responsibility in design to the concept of "good works" in design. Lastly through the nature of the course and its assessment it will develop students' research competencies, communication and debating skills, all core skillsets in the contemporary designers' tool kit.

PROD621 Games for Health and Well-Being (elective, 15 points)

This course will provide students with a thorough understanding of designing serious games for health and wellness. Students will use the knowledge and skills developed in this course to create games as tools for improving health and wellbeing, from supporting healthy lifestyle habits and motivating physical activity, to management of illness and as training materials for healthcare professionals to support their delivery of care.

PROD622 Immersive Collaborative Play and Design (elective, 15 points)

Design thinking for immersive collaboration focusing on play and design applications in the contexts of both academic research and business. Learn and apply human-centred design principle, rapid prototyping and digital prototyping for an immersive interactive experience. Explore different collaborative design processes, design cycle and integrate the immersive design tools. Apply research methods relevant for validating the interaction, experience, or product design to support immersive collaboration. Mini-hackathon for an iterative process of ideation, goal setting, market research, building, product pitching.

PROD623 Gamification for Enterprises (elective, 15 points)

This course will teach students about the application of game elements and digital game design techniques to business and enterprises. Students will learn about the mechanisms of gamification and potential uses in enterprises, and how to use it effectively.

PROD631 Fragrance Design (elective, 15 points)

The course covers theory and practice of fragrance design, both in terms of fragrance (perfume) products and incorporation of fragrance into other formulated products e.g. personal care products, household cleaning products, and industrial products.

PROD632 Advanced Topics in Cosmetic Product Formulation (elective, 15 points)

The course addresses eight distinct yet interrelated topics, which are based on trends in cosmetic product formulation. The topics range from identifying advance technology-driven processes and raw materials to quality assurance and preservation. Formulating products with ingredients of natural origin are discussed while additionally focussing on the development of sustainable cosmetic formulations. The content continues with few other important aspects; product evaluation, claims substantiation and safety assessment.

Proposed Degree Regulations

2021 UC Calendar page number XXX

The Degree of Master of Product Innovation (MProdInnovation - 180 points)

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

These Regulations came into force on 1 January 2021.

2. Variations

In exceptional circumstances the College of Engineering Dean (Academic) may approve a personal programme of study which does not conform to these Regulations.

3. The structure of the qualification

To qualify for the Master of Product Innovation degree a student must complete a programme of study that consists of courses totalling not less than 180 points including:

(a) all courses listed in Schedule A; and

(b) at least 30 points of courses selected from Schedule B to the Regulations for the Master of Product Design; and

(c) at least 30 points of courses selected from Schedule C

4. Admission to the qualification

A student for the Master of Product Innovation must have:

(a) either

i. qualified for the award of a Bachelor's degree in New Zealand with the equivalent of a GPA of 5.0 or more in their highest level courses;

or

v. been admitted with Academic Equivalent Standing; and

(b) been approved as a student for the degree by the College of Engineering Dean (Academic) based on relevance and standard of previous study.

5. Subjects

There are no majors, minors or endorsements for this qualification.

6. Time limits

(a) A student must study full-time unless approval for part-time study is granted by the College of Engineering Dean (Academic).

(b) The time limit for this qualification is 36 months.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the Credit Recognition and Transfer Regulations, with no additional stipulations.

8. Progression

This qualification adheres to the General Regulations for the University, which permits 30 points of course failures to qualify for the degree, with no additional stipulations.

9. Honours, Distinction and Merit

This qualification adheres to the General Regulations for the University and may be awarded with Distinction or Merit.

10. Pathways to other qualifications

Students who complete a minimum of 60 points in the Master of Product Innovation, comprising 30 points from Schedule A and at least 15 points from Schedule C for this degree but do not complete the qualification will be eligible to apply to the College of Engineering Dean (Academic) to graduate with a Postgraduate Certificate in Product Innovation.

Schedule A to the Regulations for the Degree of Master of Product Innovation

INOV680 Product Innovation Project

PROD601 Design Critique and Research Methods

PROD602 Systems Thinking for Product Design

Schedule B to the Regulations for the Degree of Master of Product Design

PROD611 Design and Manufacture

PROD612 Bio-Inspired Design

PROD613 The Development of Interdisciplinary Practice and Self

PROD614 Design Ethics

PROD621 Games for Health and Well-Being

PROD622 Immersive Collaborative Play and Design

PROD623 Gamification for Enterprises

PROD631 Fragrance Design

PROD632 Advanced Topics in Cosmetic Product Formulation

or

any course in the University at 400-level or higher approved for this degree by the Dean of Engineering (Academic)

Schedule C to the Regulations for the Degree of Master of Product Innovation

MBUS601 Marketing
MBAZ673 Innovation
or
any 600 level course selected from the UC Business School, with the approval of the Dean of Engineering (Academic) and the Head of Department/Director responsible for offering the course

Postgraduate Certificate in Product Innovation (PGCertProdInnovation - 60 points)

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

These Regulations came into force on 1 January 2021.

2. Variations

In exceptional circumstances the College of Engineering Dean (Academic) may approve a personal programme of study which does not conform to these Regulations.

3. The structure of the qualification

To qualify for the Postgraduate Certificate in Product Innovation a student must complete a programme of study that consists of courses totalling not less than 60 points including:
(a) 30 points from the courses listed in Schedule A to the Regulations for the degree of Master of Product Innovation; and
(b) at least 15 points selected from the courses listed in Schedule C to the Regulations for the degree of Master of Product Innovation; and
(c) any remaining points selected from the courses listed in either Schedule C to the Regulations for the degree of Master of Product Innovation or Schedule B to the Regulations for the Master of Product Design.

4. Admission to the qualification

A student for the Postgraduate Certificate in Product Innovation must have:
(a) either
i. qualified for the award of Bachelor's degree in New Zealand with the equivalent of a GPA of 5.0 or more in their highest level courses; or
ii. been admitted with Academic Equivalent Standing; and
(b) been approved as a student for the qualification by the College of Engineering Dean (Academic) based on relevance and standard of previous study.

5. Subjects

There are no majors, minors or endorsements for this qualification.

6. Time limits

(a) A student may complete this qualification by either full-time or part-time study.

(b) The time limit for this qualification is 18 months full-time or 24 months part-time.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the Credit Recognition and Transfer Regulations, with no additional stipulations.

8. Progression

A student is permitted to repeat a maximum of two courses.

9. Honours, Distinction and Merit

This certificate is not awarded with honours, distinction or merit.

10. Pathways to other qualifications

(a) A student who has completed the requirements for the PGCertProdInnovation with a Grade Point Average of 5.0 or better and has not yet graduated with the Certificate may apply to the College of Engineering Dean (Academic) to be admitted to either the Master of Product Innovation or the Master of Product Design and have credits transferred.

(b) A student who has graduated with a PGCertProdInnovation from the University of Canterbury with a Grade Point Average of 5.0 or better may apply to the College of Engineering Dean (Academic) to be admitted to either the Master of Product Innovation or the Master of Product Design and have their PGCertProdInnovation subsumed in accordance with the General Regulations to the University.

(c) There are no exit qualifications for this Certificate.